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**SPEECH DISORDERS IN CHILDREN WITH AUTISM
SPECTRUM DISORDER**

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Abstract

The research aims to identify phonological and linguistic disorders among children with autism spectrum disorder in the Imam Al-Hussein Center (P) in Babil Governorate for the academic year (2019-2020), and the basic sample was chosen intentionally, as the researcher adopted the descriptive approach to conduct the steps of the current research. The sample consisted of (10) children, and after the researcher reviewed the studies and measures related to the subject of her research as she adopted the scale (Aleemat, 2009), the logical dimension consisting of (68) items and after extracting the psychometric properties from (honesty and consistency) was applied to the sample the basic, After the data was emptied for the purpose of extracting the results, it was statistically processed using a number of statistical methods, including the T-test for one sample. They have speech disorders.

Keywords: disorder, pronunciation, autism spectrum.

Chapter one

Definition of search

First: Research Problem:

Autism is one of the most severe and difficult developmental disorders because it has an impact not only on the affected individual but also on the family and the community in which he lives, and this is because of the

dysfunction that this disorder imposes on the person with a functional dysfunction that appears in most aspects of growth (communication, language, social interaction, sensory perception). And emotionalism) which hinders the processes of growth, knowledge acquisition, capacity development, and interaction with others (Salih, 2012: 165).

And that the problem of autism among children with autism disorder lies in the inability to express themselves automatically and in a suitable functional manner and the inability to understand what others say, and the inability to use other skills besides verbal skills to help the individual in the ability to communicate (Assaliyah, 15: 2006) .

We can view communication as a method or method for exchanging information between individuals and that information can be sent as it can be received in many ways ranging from the spoken or written word to the smile of friendship and affection to the movements of hands to facial expressions etc. etc., and that language is a collection Of the spoken symbols are used as a means of expressing or communicating with others (Abdul Majeed, 2007: 5).

As it is known that communication consists of its four elements, which are voice, pronunciation, fluency and language, then this means that any disturbance that occurs in these elements affects negatively on communication and this is a communicative disorder (Lalla et al .: 324,2013), and that a defect in any aspects of this communication affects Negatively in one way or another on the process of natural communication that leads to its disorder, and communication disorder can be defined as the disorder that draws the attention of the community and the speaker to it and impedes the listener's understanding of the message addressed to him or deprives the speaker of expressing his feelings or conveying his thoughts naturally (Amayreh, Nador: 2014.23).

Communication using language and speech requires sending meaningful verbal messages and receiving these messages, in other words, that the communication or communication process needs a sender, a receiver, and a means of communication (as a guard and Abdul Aziz 2010: 174).

One of the important signs that distinguish autistic children is the problems related to communication, which is the complete lack of speech development and their replacement by reference sometimes. This characteristic is the majority of more than half of autistic individuals and the language develops abnormally and is limited to some stereotypes such as repeating some words some phrases or issued by An autistic child is speechless and does not serve

the purpose of communication in addition to the echo with which the child has inappropriate times and places. These problems exist for almost a quarter of children and the language develops naturally, with problems related to the inadequate use of language such as moving from one topic to another and the inability to change tones Voice and physical expressions accompanying the language in addition to the problems related to high and low loudness that are not appropriate for the situation as well as problems related to the independent language (Jamal Al-Khatib and others, 324: 2013).

Likewise, the communicative ability in its type and intensity varies among children or individuals with autism from severe weakness to verbal and linguistic fluency on both sides of expressive and assimilative language. Children with autism fail to develop an expressive language and some studies have shown that the proportion of this group is close to (30%) (Al-Sartawi) Abu Jouda, 2015: 24).

In addition, autistic children suffer from a clear deficiency in understanding many of the concepts or meanings of the words they receive from others, and there is also a deficiency in the design of these concepts, so therapeutic and rehabilitation intervention is a very important matter that should be joined together for the efforts of individuals, institutions and societies so that the intervention The therapeutic is effective, the fruits of which should be initiated. The rehabilitation program should be implemented, as it does not provide more effective opportunities for targeted healing or achieving intense purposes (Saleh, 2012: 165). The current research problem is to identify the locality of children with autism spectrum disorder, and thus the following research problem is identified in The following question:

What are zonal disorders in children with autism spectrum disorder?

Second: the importance of research: The Importance of the Research ():

Learning about human communication is an essential thing from the theoretical and clinical points of autism, as it plays an important role in evaluating the growth and understanding of disorder, and many parents say from the start that something in their baby is unusual and they seem to have a lack of language development and communication (Abdullah, 91: 2001)

One of the indicators of the civilization of the nations is the extent of their care in raising children of all categories, and this is concentrated in the extent of the care and attention provided by children with special needs because neglecting this group leads to their exposure to more problems that double their disability, hence training and therapeutic intervention is required to face

the problems that arise from Disability and children with special needs need a special method for generalization and a specific curriculum to educate and assist them. Autism is at the forefront of those groups that need care, training and qualification that leads to increasing their focus and competence and correcting their behavior in order to prepare for their return again to interact with their ordinary peers and fusion in society (Saleh 2010: 15th).

We can see communication as a method or method for exchanging information between individuals that information can be sent, and it can be received in many ways ranging from the spoken or written word to the smile of friendship and affection to the movements of hands to facial expressions etc. and so on and that language is a group Of the spoken symbols are used as a means of expressing or communicating with others (Abdel Majeed, 5: 2007).

Speech is considered one of the most prevalent methods in the process of communication between people, and it is one of the basic characteristics that distinguish man from other creatures, so many specialists were interested in studying the human communication process (Asal, 195: 2012), especially since autistic children are characterized by the formation of oneself without establishing relationships. Social, i.e. these individuals are distinguished by not communicating with others, whether they relate to the spoken or non-spoken language or the so-called non-verbal language such as gestures, signs, visual communication, facial expressions and smiles, avoiding eyes, etc., and they also have linguistic deficiencies where their language is not appropriate for their temporal age and may be believed by those who meet them For the first time that they mute the language of their words and their apparent limitations in communication and social interaction, and if they speak, they often repeat what is said to them without understanding or absorbing deficiencies in expression (Al-Thahir, 2008: 325).

The importance of studying autism is due to the increase in its prevalence rates, and this is highlighted by the results of previous studies, and this requires identifying a lot of information about the reasons for its occurrence to reduce its prevalence rates and trying to reach the best programs that enable parents and workers with this group of children to cooperate effectively with them. (Mustafa and El Sherbiny, 33: 2011).

Attention to people with special needs is now a real challenge to the world, as it requires providing a lot of information and services in order to help them loyal to the rapid pace of the civilized system and confirms their right to life and works to provide appropriate opportunities for them to integrate into

normal life with others. It is a special category that is considered a puzzle for many psychologists and education. Indeed, many philosophers have begun to study this phenomenon and put various questions (Nasr, 9: 200), and the importance of research is

Theoretical importance:

1 directing attention and attention to the category of students with speech disorder in terms of helping to develop solutions that reduce negative effects.

2 Researchers believe that the autism category is one of the categories that have not received sufficient importance due to research and studies, and that are almost neglected by officials and those responsible for raising and educating them, which constitutes such great importance in this field.

3 This research may contribute to directing attention and attention to the category of autistic children in terms of helping to develop training and educational programs that may lead to reducing the negative effects of speech disorders in children with autism spectrum disorder in their daily lives.

4 We hope that this research opens new horizons for researchers in the future to conduct more studies and scientific research in order to serve children with autism and achieve the desired goals.

Applied importance:

1- It may contribute to providing diagnostic tests for zonal disorders in children with autism spectrum, leading to an understanding of their capabilities and helping them to develop them to the maximum extent possible.

2- It may help to establish specialized centers that help them reduce gastrointestinal disorders in children with autism spectrum disorder.

Third: Research Objective:

Current research aims to identify zygomatic disorders in children with autism spectrum disorder.

Fourth: Research Limitation: The research is determined by:

1- Human limits: Children with autism spectrum who have speech disturbances.

2- Time limits: the second semester of the academic year (2019-2020).

3- Spatial boundaries: Imam Al-Hussein Institute (peace be upon him) for autism care.

4- Cognitive Boundaries: Speech disorders, autistic spectrum children.

Fifth: Definition of the research:

1. Speech disorders: Know everyone who:

Al-Ghurair (2009): As "the child's inability to practice speaking in a manner consistent with the age and gender of the time and this may be represented in the difficulty of speaking sounds or not using words effectively from the process of communicating with others (Al-Ghurair et al., 131: 2009)."

- Al-Ghazali (2011): As "a defect in the child's utterance of some linguistic sounds, it appears in one or more of the following disturbances, replacing (uttering a voice instead of another voice), deleting (uttering a word that is missing one or more voices), or distorting the utterance of the voice in a form similar to the original voice However, it is not completely the same or adding an extra voice to the word "(Al-Ghazali, 2011: 115).

Theoretical definition:

Researchers adopted the definition of al-Ghazali (2011): because it is the closest to the research procedures.

Procedural definition:

The overall degree that autistic children receive after applying the scale of speech disorders adopted by the researcher.

2. Autistic children:

I knew him both:

- Al-Rousan (2019): It is "developmental behavioral disorder which is represented in the difficulty of social interaction, difficulty in verbal communication, and repeated stereotypical behavior that appears before the age of three" (Al-Rousan, 2019: 2019).

- Al-Ismail (2012): They are children who have poor verbal and non-verbal communication, social interaction and imagination and are called comprehensive development disorders (Al-Ismail, 12: 2012).

Chapter II

Theoretical framework and previous studies

The first axis: Speech disorders

The cognitive deficit of autistic children appears in the linguistic deficit, learning difficulties, the inability to logical thinking, writing difficulties This disability is not due to autism, but rather is the main cause of the emergence of a number of abnormal characteristics that distinguish autistic individuals, and that Rutter does not consider that the deficit In receiving language abnormal cognitive perception is sufficient to explain autism, but it is preferable to add social disability as a secondary factor in factors, and this explains the counting of the ability to respond to emotional or social significance, and the deficiencies in cognitive processes related to total sensation (Sahaian, etals, 1986: 284).

Ramondo and Milech considers that the linguistic deficit of autistic children is represented in the lack of an understanding of the meanings of words and the inability to use grammar, as Ramunda and a colleague indicated that the differences between autistic and ordinary people do not differ from the differences between the mentally retarded and ordinary in the linguistic deficit that took place Reference to it (Ramondo, Milech, 1984: 95).

Although the cause of speech and language problems in children with autism has not been discovered yet, some experts expect that the cause of these problems is the occurrence of a set of problems before, during and after birth, which negatively affects brain development and these difficulties lead to the child's inability to change the surrounding world and interact with it and differ Communication problems among children with autism according to the mental and social development of the individual, where some children with autism are unable to speak, while some of them can talk to others about the topics they are interested in. The majority of children with autism are unable to pronounce, and only 25% of it is unable to do so But many of them lack the rhythm and the rhythm in their words and speak something that has a meaning where many of them can speak, but they utter meaningless words or speak things that do not carry any information to others only find a child with autism counting from (1-5) suddenly without being asked to do so and who Observed behaviors upon them verbal confiscation, and the differences that are observed between the linguistic development of normal children and children with autism, which relieve normal children of repetition What is heard from a very early age, but it continues in many people with autism even in adulthood, and it is also noticed that natural children talk with incomprehensible words that

are called (jargon) that they fall behind later, but children with autism continue to do so (Al Ismail, 2012: 40).

There is difficulty in speaking of an autistic child that is not the result of autism, but rather is the result of the late mental development that accompanies autism in many cases where there are autistic children who have natural intelligence or close to the natural but they have learning difficulties in pronunciation like normal children and this indicates that difficulties Pronunciation among autistic people is similar to that of naturalists (Mostafa and El-Sherbiny, 2014: 60).

Voice disturbances are less common than speech defects, yet they receive more attention in view of their impact on the methods of interpersonal communication between individuals on the one hand and the resulting compatibility problems as a result of the shame felt by their owners on the other hand, (Al-Battaniya and others). , 536: 2009).

Many students with autism suffer from a disability or a lack of ability to develop language. Studies have indicated approximately one third to half of these children have a deficiency in the ability to communicate in a functional way and to meet the needs of these students, teachers can employ what is known as alternative communication systems or Concurrent such as sign language supports or electronic verbal communication tools or symbols and images as alternatives or supports for communication among students with autism, and the system for exchanging pictures is one of these alternatives that teachers can use to support and meet the communication needs of students with autism (Jarwan and others, 2013: 244) .

The second axis: previous studies:

1- The Hanson Study (2002, HANSON)

(The effect of a training program to treat speech disorders)

The study aimed to measure the impact of the effectiveness of a training program to address speech disorders by training children on syllables i.e. working on (splitting the word into syllables and then working on linking it to a sentence from the reality of the child) and its implications for developing the correct pronunciation of the child which helps him to be fluent in expression and to compare his program with a program Another relies on giving the child the floor as a unit to treat linguistic disorders in a group of children who are classified as having phonemic and speech disorders.

Study sample: The sample size reached (48) children. The researcher divided them into two experimental groups and a control group. The first experimental group consisted of (16) children who were trained in retail and installation during eight weeks and the second experimental group of (17) children who were trained to give the word as a unit Only one during seven weeks and a control group consisting of (15) children did not receive any training. The results of the study found that there are statistically significant differences between the first experimental group and the control group in favor of the first experimental group that received training in retail and then work to link it to a group of The reality of the child is also that there are statistically significant differences between the second experimental group and the control group in favor of the second experimental group, which received training on giving the word as one unit in addition to the presence of statistically significant differences in favor of the first experimental group and the second experimental group attributed to the use of the retail and syntax method (272) Previous studies.

2. Study of the Khiran (2011):

"The effectiveness of a training program to develop verbal communication and its impact on social interaction among a sample of autistic children"

The study aimed to identify the effectiveness of a training program for developing verbal communication and its impact on social interaction among a sample of autistic children. The sample consisted of (12) children and autistic children who were divided into two control and experimental groups, and members of the experimental group were arranged using behavior modification (imitation, receiving, Reinforcement, formation) included in the sessions of the training program, and the results showed that there were statistically significant differences at the level of significance (0.05) between members of the experimental group and members of the control group in the post performance on the verbal communication scale in favor of the experimental group (Khairan, 2011: 45)

Budget of previous studies:

1. Objectives: Studies vary in its objectives, including the Hanson study (2002) aimed at measuring the impact of the effectiveness of a training program for treating speech disorders, and the study of goodness (2011). The study aimed to identify the effectiveness of a training program for developing verbal communication and the impact on social interaction among a sample of

autistic children As for the current aim of the study, to identify speech disorders.

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Study sample: The sample size reached (48) children. The researcher divided them into two experimental groups and a control group. The first experimental group consisted of (16) children who were trained in retail and installation during eight weeks and the second experimental group of (17) children who were trained to give the word as a unit Only one during seven weeks and a control group consisting of (15) children did not receive any training. The results of the study found that there are statistically significant differences between the first experimental group and the control group in favor of the first experimental group that received training in retail and then work to link it to a group of The reality of the child is also that there are statistically significant differences between the second experimental group and the control group in favor of the second experimental group, which received training on giving the word as one unit in addition to the presence of statistically significant differences in favor of the first experimental group and the second experimental group attributed to the use of the retail and syntax method (272) Previous studies.

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autistic children as for the current aim of the study, to identify speech disorders.

2. Sample: Previous studies that concerned phonological and regional disorders in children with autism disorder differed in the characteristics of the sample in terms of age, gender, and number, but they are similar in applying the sample. For example, the Hanson study (2002), the sample consisted of (48) children who were divided into two experimental groups and a control group. The first experimental group consisted of (16) children, the second experimental group consisted of (17) children, and the control group consisted of (15) children, and the Khiran Study (2011) the sample consisted of (12) children, while the current research sample consisted of the sample of (10) Children with autism were chosen intentionally from the overall community for research.

3. Research tools: The tools of previous studies have varied, as different measures have been used. We find the Hanson study (2002) used, and the Khiran study (2011) used the autistic behavior scale and verbal communication scale, while the current research used the phonological and speech disorders scale in children with autism .

4. Results: Previous studies have reached many results, and can be summarized as follows: Feng of Hanson study (2002), and Al-Khiran study (2011).

Aspects of the benefit of the current research from previous studies:

- 1- Benefiting in choosing the research method and the statistical methods used in these studies and how the data were analyzed.
- 2- Benefit in choosing the appropriate research sample.
- 3- Benefiting in preparing the paragraphs of the social skills scale and in interpreting and discussing the results.
- 4- Take advantage of some references and books on which previous studies depended to save time and effort.

Chapter III

Research methodology and procedures

This chapter includes a description of the research methodology and its procedures carried out by the researchers in terms of defining the method followed in the research and society and describing it and selecting the representative sample and clarifying the research tools and their steps and psychometric properties as well as the statistical methods used to analyze data and statistically treat them, where the researcher used the descriptive approach as the most appropriate approach Appropriateness because the descriptive

approach can be used to study features, capabilities, inclinations and trends, and to study the correlation between variables and the detection of individuals and the differences between them in order to describe and analyze the studied phenomenon.

The research community: The research community consists of (52) children, from autistic children present in the Imam Al-Hussein Center (PBUH), and for both sexes, they continue in this center for the year (2019-2020).

Table (1) shows the distribution of the members of the research community by gender

total	sex		Center
	female	male	
52	24	28	Imam Al Hussain Center (AS)

The research sample: The researchers chose the present research sample by the intentional class method, as its size reached (10) children with autism spectrum disorder.

The research tool: The researchers adopted the scale of zonal disorders, prepared by (Aleemat, 2009) with the addition of some adjustments to the scale being closer to the subject of the research, as the scale in its primary form is (68) paragraphs, each paragraph has three alternatives, and the three alternatives are: (Applies It always has, it applies to it sometimes, does not apply to it at all), and the correction key, respectively (1,2,3).

Presenting the scale to the specialists to know the apparent sincerity: Through the scale, a group of (20) arbitrators specializing in educational and psychological sciences, and after explaining their opinions and analyzing them using (Kay square) to know the significance of the differences between them in terms of their validity or rejection, and in light of This procedure was to maintain all the paragraphs of the scale, as the differences between the approved and non-approved had a statistical significance at the level (0.05) and for the benefit of those who showed their validity. Table (2) illustrates this.

Table (2): Chi-square to find out the percentage of experts agreeing the validity of vertebral disorders scale

Significance level 0,05	Value ka 2		Not agree	agree	Number of experts	of items
	table	calculate				
sign	3,84	20	-	20	20	68-1

The value of a square becomes clear as a function of all paragraphs, where the calculated value of Ca_2 is greater than the tabular value of Ca_2 at the degree of freedom (1) and the level of significance (0.05) where it remains on all paragraphs. These paragraphs are considered true according to the point adopted by the researcher.

Stability of the scale: Researchers used the method (Alpha Kronbach), which is often used in calculating the stability of psychological measures that depend on the variation of the degrees of individuals on the paragraphs of the scale. On the positions of the scale, the consistency coefficient extracted for research in this way has reached (0.91), which is a high persistence coefficient and is considered an internal consistent measure because this equation reflects the consistency of the vertebrae internally and is an indication of the consistency of the scale of speech disorders is good and acceptable.

Exploratory application: This application includes the following:

1- Initial exploratory application: the scale of speech disorders was applied to children with autism spectrum disorders and their number was (10) children whose purpose was to know the clarity of instructions and the extent of understanding and clarity of paragraphs and to calculate the time required to respond to a scale and after applying the scale it was clear that its paragraphs are clear and its instructions are understood by Survey sample members.

2- The second exploratory application (statistical analysis): The scale was applied to a sample of children consisting of (10) children. The purpose of it is to analyze the paragraphs statistically by distinguishing the paragraph. Scale characteristic and children who do not possess it if correlation coefficients ranged between paragraphs of the scale between (0,382-0,764) and by relying on the Ebel standard which set (0,19) and more as a criterion for the validity of the paragraph (Ebel 2009: 299) and thus all the paragraphs of the scale are marked with a parameter Good and appropriate, and therefore did not delete any paragraphs of the scale.

Statistical means: The researchers used the appropriate statistical means in addition to using the statistical bag program (spss).

the fourth chapter

Presentation and interpretation of results

The result is presented according to the current research goal (Measurement of spinal disorders in children with autism spectrum disorders.)

For the purpose of verifying the aim of the research, the (Speech Disorder Scale) was applied to children with autism spectrum disorders (application sample) that was adopted by researchers, where T-test was used for one sample (T-test) and the result shown in Table (3) was reached.

Table (3)

T-test results for one sample to measure the level of zoster disorders in children with autism spectrum disorder.

Significance level	(T-test)		Degree of free	Hypothetical average	standard deviation	SMA	Sample volume
	table	calculate					
0,05	2,131	3,484	9	136	16,124	153,77	10

It is clear from the above table that the arithmetic mean of the sample individuals on the scale of phonological and regional disturbances (153.77) and the standard deviation (124, 16) while the hypothetical mean (136), and after using the T-test for one sample (T-test) shows that the T value extracted It was (3,484) which is greater than the tabular T value of (131,2) at the level of significance (0.05) and degree of freedom (9), which means that there are statistically significant differences in favor of the arithmetic mean over the hypothetical average, which indicates that the current research sample, which They are children with autism spectrum disorder with a level of phonological and zonal disturbances where the researcher attributes the reason to this deficiency in cognitive processes related to total sensation (Sahaian, etals, 1986: 284) and Ramondo and Milech believes that the language deficit of autistic children is represented In not understanding the meanings of words and the inability to use grammar, as Ramunda and a colleague pointed out that the differences between autistic and ordinary people do not differ from the differences between mentally retarded and ordinary people in the language deficit that was referred to (Ramondo, Milech, 1984: 95) despite Blood is the discovery of the cause of speech and language problems in children with autism until now, and some experts expect that the cause of these problems is the occurrence of a set of problems before, during and after birth, which negatively affects brain development. These difficulties lead to the child's inability to change the surrounding world and interact with it, and the communication problems differ between Children with autism with different

mental and social development of children where some children with autism are unable to speak, in addition to the reasons related to the sound and speech apparatus or environmental reasons, and the result of the research agreed with a study (Hojjati&Khalilkhaneh, 2014) as it indicated that children with spectrum disorders Autism (ASD) generally presents disabilities in understanding and producing language. The results also showed that there are important differences between the group of children with autism and ordinary people in the skill of expressive language, and cognitive language skills in favor of children with autism.

In light of the research findings and conclusions, the researchers recommend the following:

.1Provide guidance seminars to educate parents about the correct ways to deal with their children who suffer from phonological and zonal disturbances.

.2Provide remedial educational activities for children with autism spectrum who suffer from phonological and zonal disorders

Suggestions:

Complementing the current research, the researcher suggests the following:

1. Preparing a training program to reduce phonological and linguistic disorders in children with autism spectrum disorder.
2. Conducting a similar study for the current research on other samples such as kindergarten, and government primary schools.
3. Conducting a study aimed at identifying the relationship between phonological and zonal disorders, ADHD and ADHD.

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