

Thesis Title	The Development of Learning Management Strategies in Reading by Integrating the Multi-sensory and the Whole Language Approaches Based on Inclusive Education for Enhancing Students' Reading Competency, Interest, and Reading Retention of the Learning Disability at the Primary School Level
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ABSTRACT

The purposes of this study were : 1) to develop learning management strategies in reading by integrating multiple-sensory based on inclusive education for enhancing students' reading competency, interest, and reading retention of the learning disability at the Primary School level, 2) study implemented effects of the developed strategies pertaining to the students' reading competency, interest, and retention. The learning strategic procedure initiated by investigating the key information, related literature, and theoretical frameworks. The development of the learning strategies in reading was established on the obtained data synthesizing basis. The samples were 7 disable students from Ban Ta-samran School, under the Office of Nongkhai Elementary Educational Service Area 1 serving. The research experiments lasted after 18-week session. The research instruments were an interview, 10 learning units, a reading competency test, and an observation form. The data were analyzed for mean, standard deviation and the Wilcoxon Matched Paired Signed-Rank test was also employed for comparison results. The findings of this research were as follows:

1. The developed learning management strategies in reading for the disable students consisted of 4 aspects, namely, 1) learning management process was conducted with 3 phases.

Phase 1, was that the students' participation in learning objectives determination and learning basic skills based on learning materials. **Phase 2**, was knowledge application, and **Phase 3**, was the presentation and performance evaluation, 2) the parental participation was both at home and at school, 3) the Establishment of Individual Education Program (IEP) for the 7 disable students, and 4) the environmental management either inside or outside of the school.

2. The effects of the developed strategies implementation revealed as the following:

2.1 For the students' reading competency, there were 4 students who displayed their competency at a 'very good' level, whereas the other three did at a 'good' one. Furthermore, their reading competency after the instruction was higher than that of the prior instruction.

2.2 For the students' learning interest, it was found that they showed considerably more interest while the instruction than that of the prior instruction.

2.3 For the students' retention, they had substantial retention after 2 weeks of the instruction.