

# Navigating with Dyslexia

学路坎坷

寻找帮助

无法顺利的通过

伸出援手

学习语言如同散乱的拼图

挣扎也可以转变成创造力

陌生的

断联的

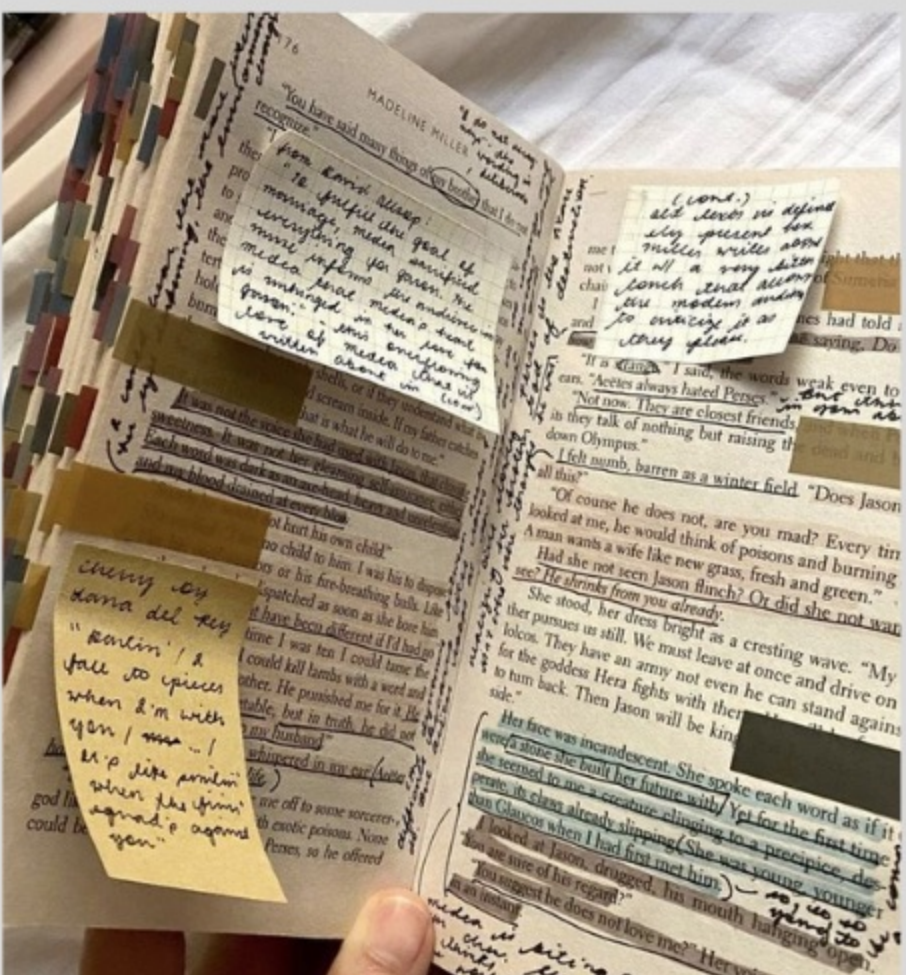
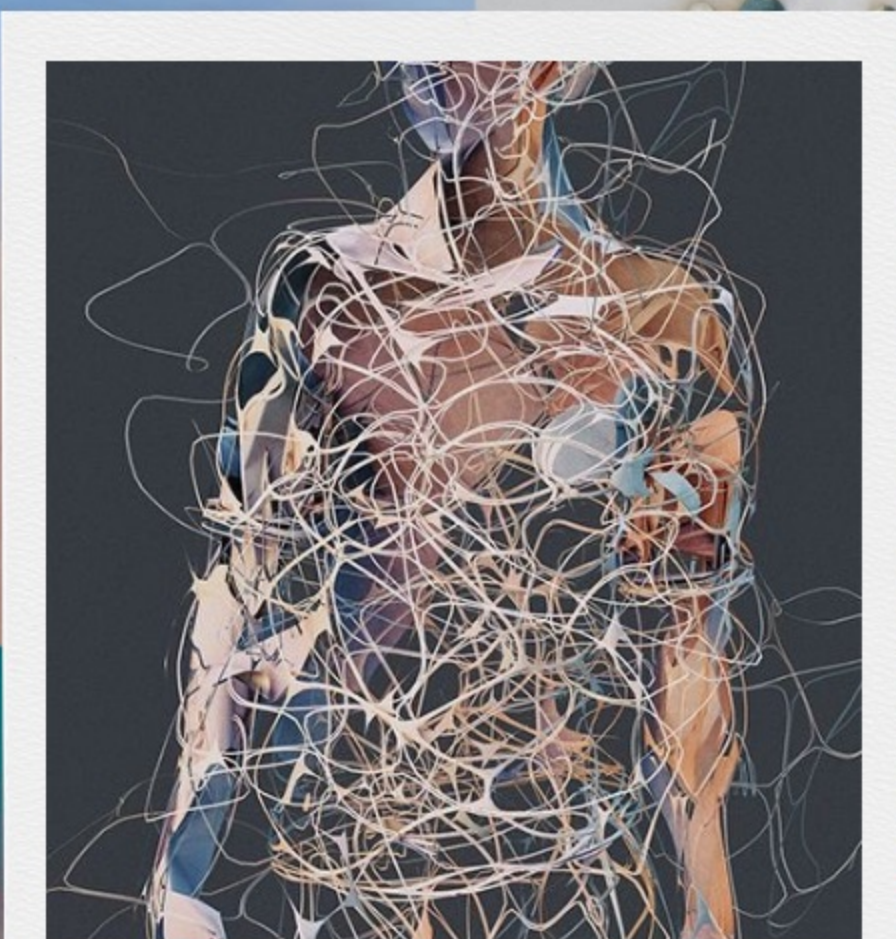
文字的视觉化

Just another day  
Spell Check

阅读理解

优点

局限也可以是优势



Help!

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# RAISING PUBLIC AWARENESS ABOUT DYSLEXIA

## Dyslexia - invisible Disability

Dyslexia is a life-long learning difference characterized by divergent reading, spelling, and writing.

Examples:

- Experience difficulty sounding out new words
- Experience difficulty even spelling common words; frequently will spell them phonetically
- Become tired or frustrated from reading
- Struggle with rhyming, associating sounds with letters, and sequencing and ordering sounds



## Individual Experience

"Learning a language is a very difficult task ..... as like a puzzle [in my] head to work myself to put together to learn a full language"

".....not able to get a straight path through the course... [a forest of] trees is like the academics"

"... my early life I couldn't understand [context when reading...] or [it] was incredibly hard to interpret things"



## Learning Approaches

## Official Diagnosis & Support

In recent years, in countries like the US, the UK and Australia, education departments have developed and improved the special needs code for learning disabilities like dyslexia. The official assessments offered by psychologists provide students with a path to request support from schools or universities:

- An individual learning plan
- Extension for assessments/assignments
- Recording lessons
- Access to assistive technologies
- Mental health care



colored overlays

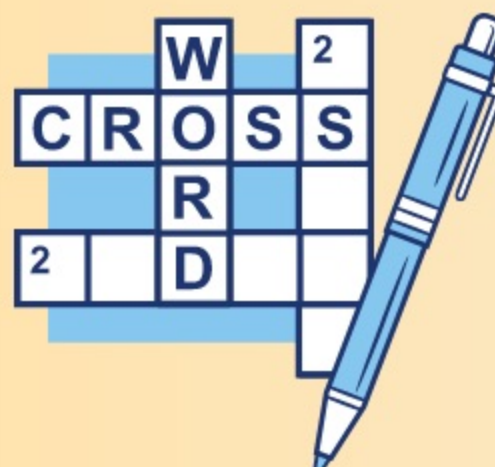
noting down on paper



reading buddies



audio supports



vocabulary games



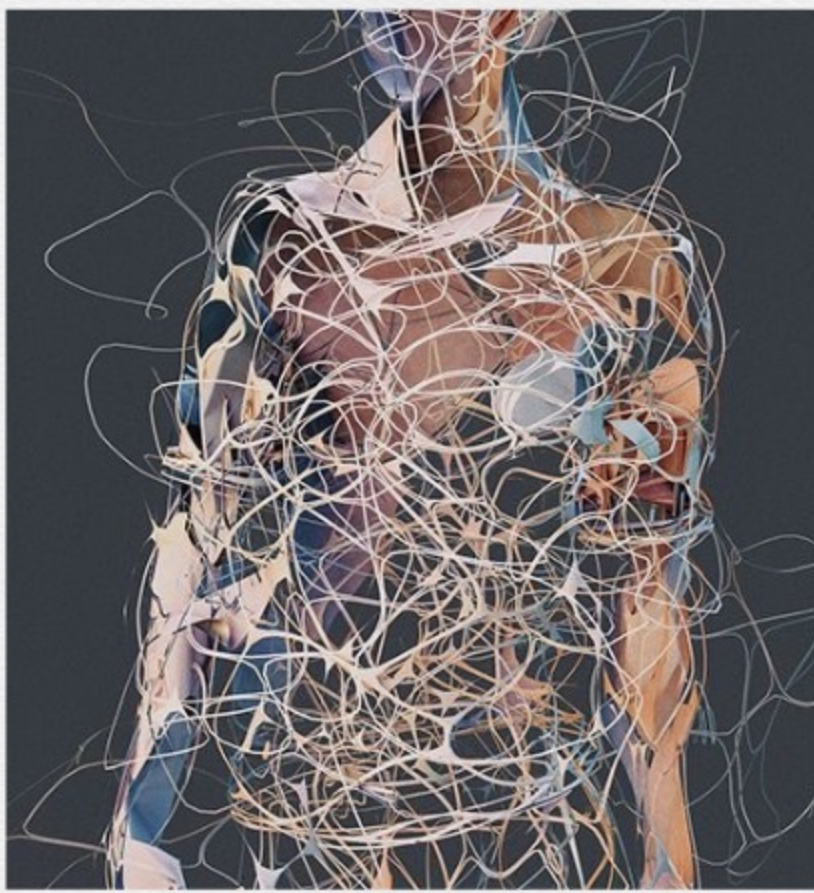
# Navigating with Dyslexia

academic path

seek support

can't get straight

reach out



Struggle can turn to creativity

puzzle head to put together

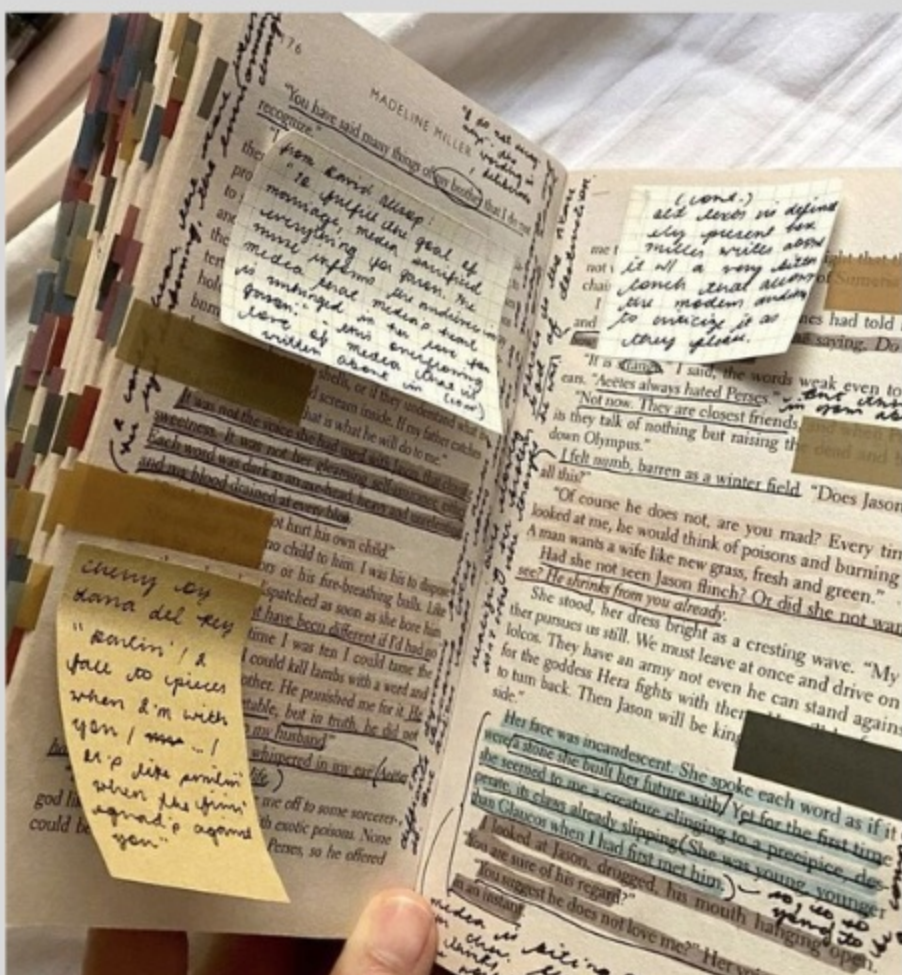
Just another day

# Spell Check

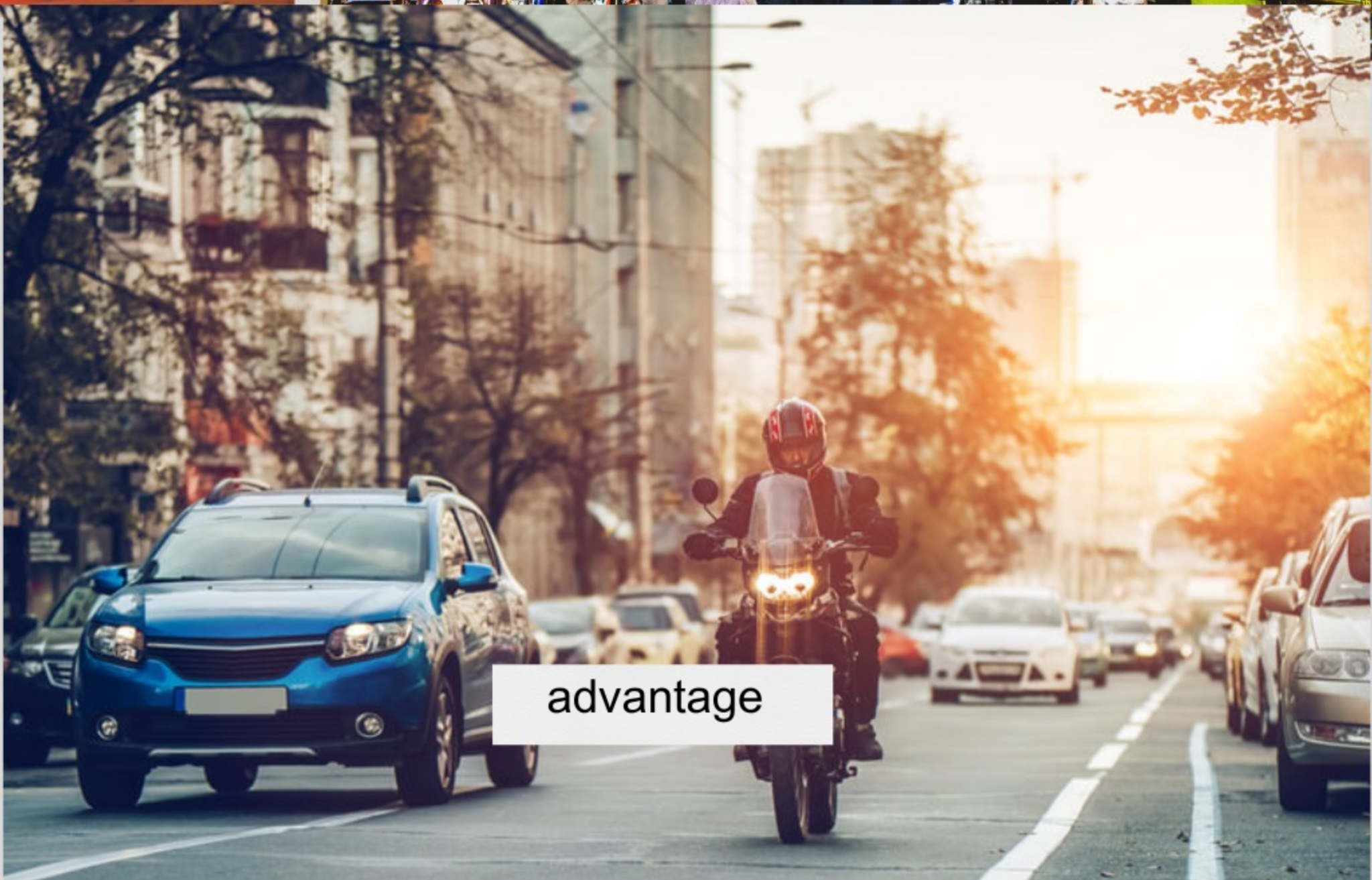
foreign

disconnected

visual of words



make reading works



advantage

limitations can be strengths

Help!

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# 普及读写障碍

## 不被关注的学习障碍

汉字的读写障碍，也被称作识字障碍，是指影响个体在阅读、识别和书写汉字方面的困难。汉字是一种表意文字，每个汉字代表一个词汇或含义，相比英语的字母，汉字在形状和结构上更加复杂。因此，中文读写障碍在处理汉字的识别和书写方面可能会有特定的挑战。

关于汉字的读写障碍的研究始于STEVENSON在1982年使用标准化的阅读测验和十个认知测验。他的研究证实了汉语语言体系中也存在阅读障碍，并且不低于英语，在这之前被普遍认为仅仅存在于英文语境中。自此，汉语阅读障碍才受到研究者的关注。

读写障碍表现举例：

- 识字困难、识字量低
- 易犯形近字、多音字混淆错
- 朗读或阅读中会出现漏字、添字等错误
- 易犯标点符号错误，错别字连篇，书写颠倒（例如将“69”写成“96”）
- 数学阅读困难，做计算题时成绩不受影响，但涉及到文字内容的应用题往往表现较差



## 读写障碍测试以及相关支持

而到目前为止，中国内地都还没有推行关于读写困难的相关政策、法规和措施，并且由于教师对于读写障碍的认知以及言语语言学专家的匮乏进而导致学生及儿童无法在学校获得有效援助。由于发展性读写障碍的病发率以及干预方法等临床数据都来自欧美国家，目前尚未有针对汉语普通话 DLD 儿童的语言障碍干预研究。读写障碍的研究领域在中国仍就需要更多的重视。



## 个人经历引用

"学习语言是一项非常艰巨的任务，就像拼图一样，需要自己努力拼接，才能学会一门完整的语言。"

"如果将一片树木比作学业,我无法在这片林中找到一条笔直的道路....."

"在我早年的生活中，我无法理解[阅读时的上下文.....]，或者很难去解释事物"



## 学习方法推荐

1 仔细看，记清楚



2 手临摹，读出声



3 盖一盖，想一想



4 写一写，按笔顺



5 对一对，改一改



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