

香港理工大學 言語治療所

拆解小學生的中文認讀困難

Unveiling Chinese reading difficulties
among primary school students

2021-07



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



中文及雙語學系
Department of Chinese & Bilingual Studies



言語治療所
SPEECH THERAPY UNIT

Opening Minds • Shaping the Future

啟迪思維 • 成就未來



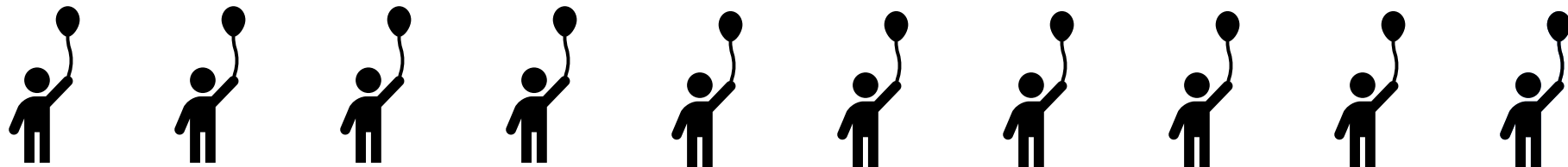
認
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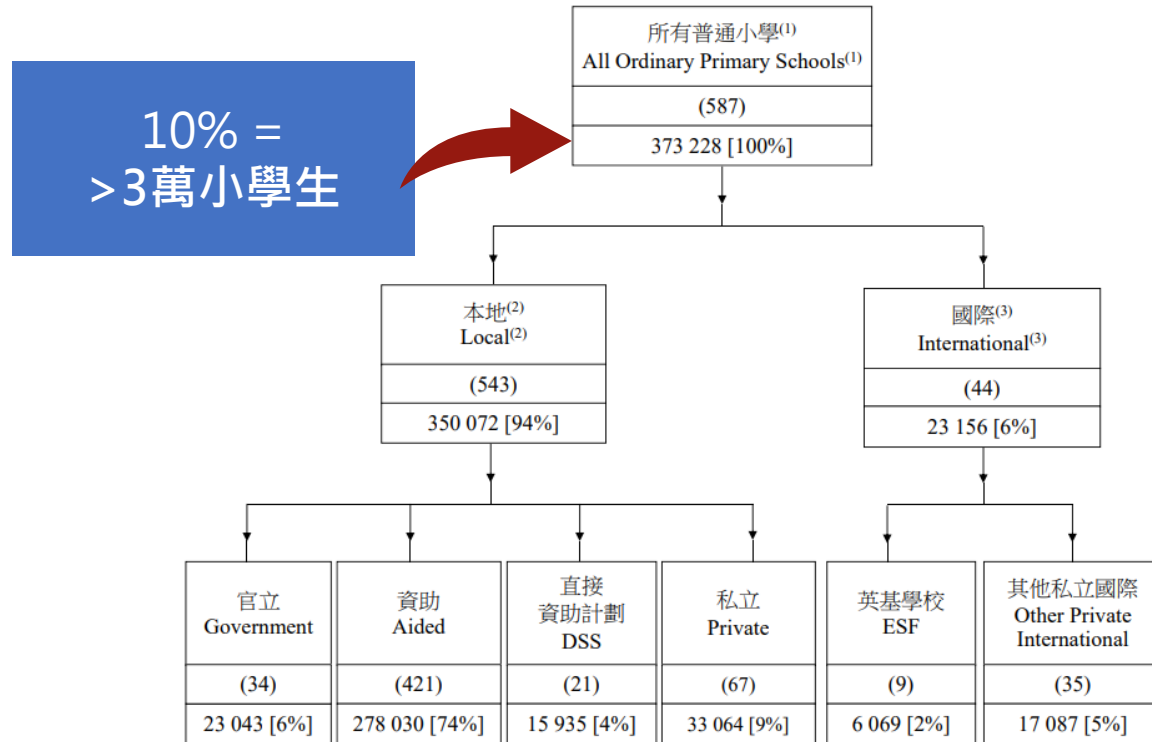


讀寫障礙的普遍度



本港小學生
約10%

讀寫障礙的普遍度

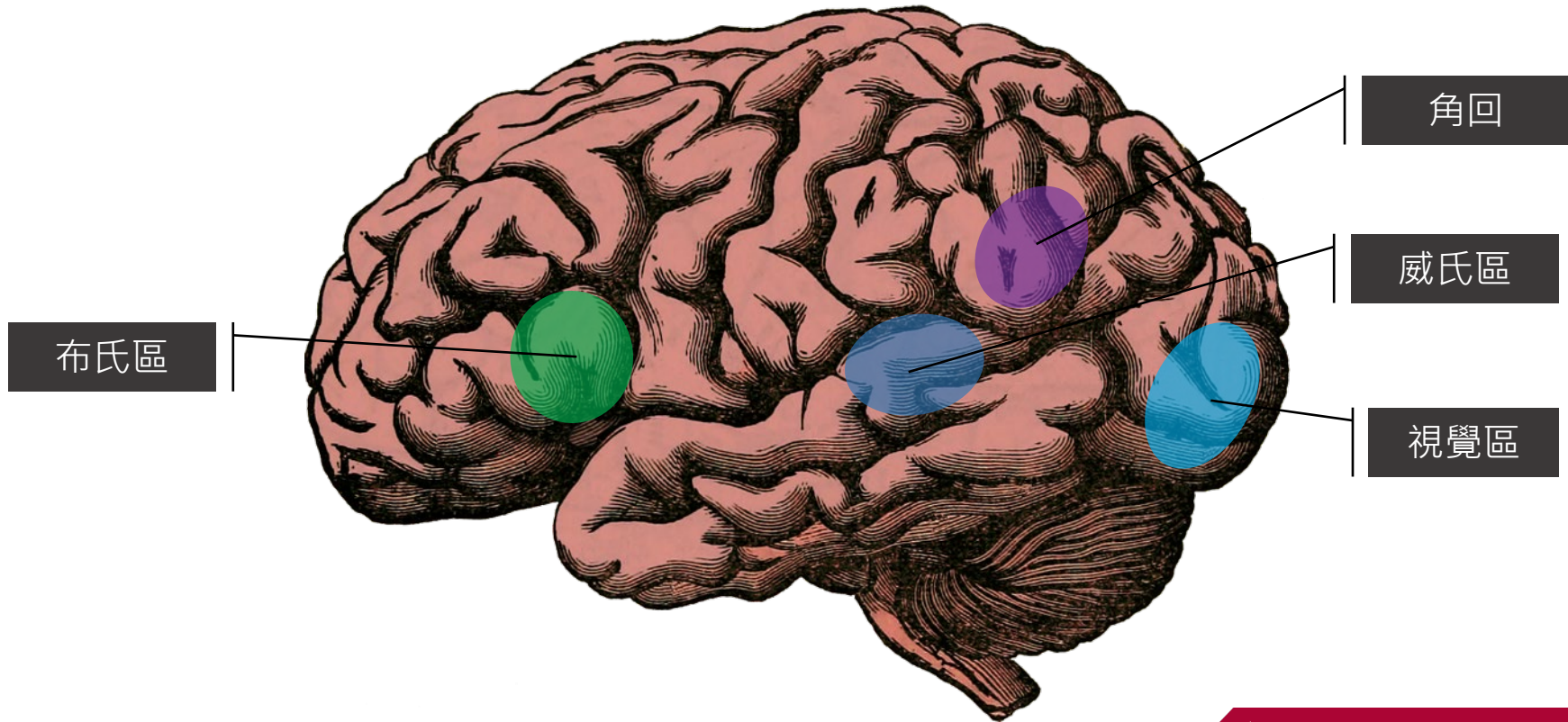


圖：教育局2019/20學年學生人數統計

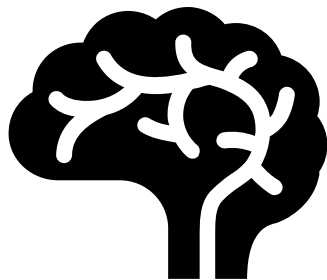
如何認讀文字



大腦和語言

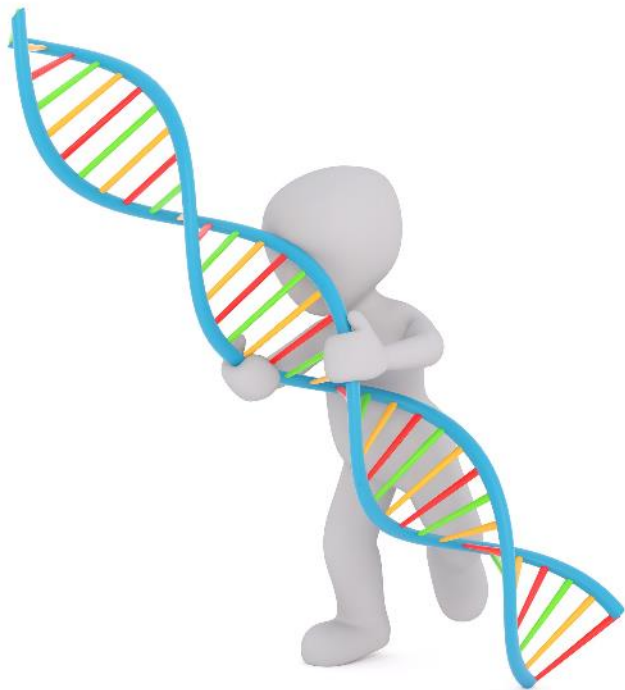


文字認讀困難



讀寫障礙是其中一種**特殊學習障礙**
腦部結構及功能出現先天性異常

讀寫障礙的基因密碼



讀寫障礙具有
高度**家族性**和**遺傳性**
涉及多種複雜的
遺傳和**環境風險因素**

勿墮治療陷阱

JUL 2014

Joint Statement: Learning Disabilities, Dyslexia, and Vision - Reaffirmed 2014

AAP, AAPOS, AACO and AAO Hoskins Center for Quality Eye Care
Comprehensive Ophthalmology, Pediatric Ophth/Strabismus

PDF Version

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Comments

34/27

讀寫障礙並非源自視覺問題 不應參與缺乏科學實證的讀寫障礙治療

Abstract

Learning disabilities, including reading disabilities, are commonly diagnosed in children. Their etiologies are multifactorial, reflecting genetic influences and dysfunction of brain systems. Learning disabilities are complex problems that require complex solutions. Early recognition and referral to qualified educational professionals for evidence-based evaluations and treatments seem necessary to achieve the best possible outcome. **Most experts believe that dyslexia is a language-based disorder.** Vision problems can interfere with the process of learning; however, vision problems are not the cause of primary dyslexia or learning disabilities. Scientific evidence does not support the efficacy of eye exercises, behavioral vision therapy, or special tinted filters or lenses for improving the long-term educational performance in these complex pediatric neurocognitive conditions. Diagnostic and treatment approaches that lack scientific evidence of efficacy, including eye exercises, behavioral vision therapy, or special tinted filters or lenses, are not endorsed and should not be recommended.

具理論基礎的讀寫障礙治療



Accelerating
Reading
Ability
認讀訓練療程

閱讀 = 拆解文符號

cat

拼音文字

貓

語素音節文字

四類中文字

		規則性	一貫性
RC	蝗	皇 規則	蝗 惶 煌 凰 一貫性強
IRC	儒	需 不規則	儒 濡 孺 蠕 一貫性強
RIC	清	青 規則	清 倩 靜 猜 一貫性弱
IRIC	粗	且 不規則	粗 祖 咀 姐 一貫性弱

元語言意識是認讀的關鍵



ARA助學童自行建立元語言意識



三角理論



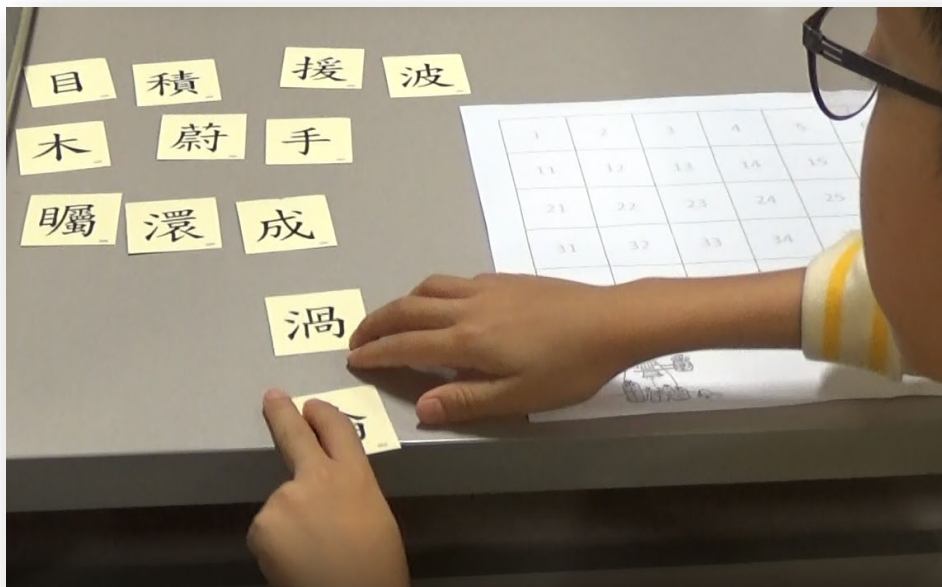
讀寫障礙

- 音-義
- 義-音
- 形-音
- 音-形
- 形-義
- 義-形

及早干預認讀困難



ARA療程



- > 療程內容
- > 設計原則
- > 療程階段
- > 訓練手法
- > 提示策略

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