



疫情下特殊學習困難學童面對線上學習，欠缺師生互動，以及朋輩支持，不少讀寫困難孩子在上網課感吃力及疲累，難以專注及理解，影響學習動機。

Under the pandemic, children having children having specific learning difficulties(Spld) show difficulties in online learning. Lack of interaction with teacher and peer support. Many children feel so hard to pay attention; they are frustrated to keep the learning motivation.



### 承蒙點燃希望慈善基金 ABBIE'S BOOK CLUB的支持

特邀請具繪畫天份的羅梓朗小朋友，發掘個人才能手繪利是封！9歲的梓朗，畫出可愛笑臉的柑桔，配上用心書寫的中文字，祝福大家笑口常開！利是封在2021年2月，由哈羅香港國際學校學生 Abbie Tsang 在學校進行協助慈善義賣，成功籌款款項捐助本服務！



### HAVING LITTLE YELLOW FLOWER EDUCATION FOUNDATION ABBIE'S BOOK CLUB SUPPORT

A 9-year old boy Law Tsz Long, who loves drawing, is invited to develop his talents to design red packet. He drew a mandarin orange with smiley face, hand-wrote Chinese words to wish people always happy! In February 2021, Abbie Tsang from Harrow International School Hong Kong helped to raise fund for the services.

With Love, there is NO Obstacle.  
不是沒有能力而是能力不同  
有愛無礙



### 款項將支援8個特殊學習困難家庭

透過2月-3月份的親子小組獎勵計劃，讓讀寫障礙學童從語文訓練中學習技巧，鼓勵積極學習，並透過面授朋輩小組活動，認識自我，改善情緒社交技巧。同時邀請家長參加同路人互助小組，認識特殊學習困難孩子知識及育兒技巧，推動正面管教態度，改善親子關係。

### THE DONATION WILL SUPPORT THE DEPRIVED FAMILIES HAVING CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES

IN FEB-MARCH, THROUGH PARENT-CHILD REWARD SCHEME, DYSLIXIC CHILDREN ARE ENCOURAGED TO JOIN LANGUAGE TRAINING SO TO ACQUIRE LEARNING TACTICS. ALSO, THEY JOINED DEVELOPMENTAL GROUP, THROUGH FACE-TO-FACE PEER GROUP ACTIVITIES, CHILDREN COULD HAVE BETTER SELF-UNDERSTANDING, THEIR EMOTION AND SOCIAL SKILLS ARE IMPROVED. IN ADDITION, THEIR PARENTS ARE MOTIVATED TO JOIN MUTUAL SUPPORT GROUP. IT HELPED THEM TO EQUIP SPLD KNOWLEDGE AND PARENTING SKILLS. PROMOTE POSITIVE PARENTING ATTITUDE AND BETTER PARENT-CHILD RELATIONSHIP.





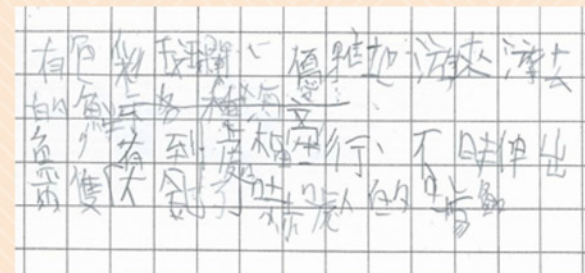
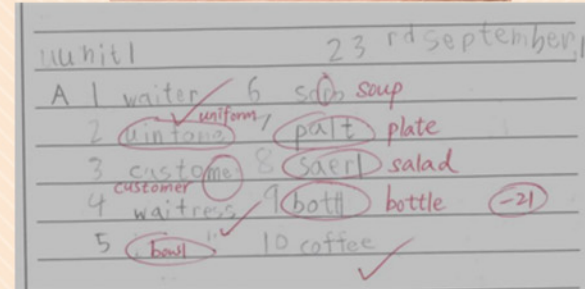
## 什麼是讀寫困難？

讀寫困難是一種最常見的特殊學習困難，學生雖然有正常的智力和學習經驗，卻未能準確而流暢地認讀和默寫字詞，狀況持續存在。



### WHAT IS SPECIFIC LEARNING DIFFICULTIES (SPLD) IN READING AND WRITING?

IT IS ALSO KNOWN AS DYSLLEXIA. THE MOST COMMON TYPE OF SPLD. THESE CHILDREN DESPITE HAVING NORMAL INTELLIGENCE AND FORMAL LEARNING EXPERIENCES. ARE UNABLE TO READ, SPELL AND DICTATE WORDS ACCURATELY AND FLUENTLY. SUCH CONDITIONS ARE PERSISTENT.



SPLD CHILDREN'S HOMEWORK

時常錯讀或忘記讀音

OFTEN MISPRONOUNCE WORDS OR FORGET THE PRONUNCIATION

口較易疲倦  
需要更多的注意力  
去完成作業

GET TIRED EASILY AND NEED EXTRA EFFORT TO CONCENTRATE IN ORDER TO COMPLETE READING AND WRITING ASSIGNMENTS.



口語表達較文字  
表達能力為佳

EXPRESS BETTER IN ORAL THAN WRITTEN MEANS

抄寫時經常漏寫  
或多寫了筆畫

OFTEN OMIT STROKES OR ADD UNNECESSARY ONES WHEN COPYING CHINESE CHARACTERS:

儘管努力學習，  
仍未能默寫已學  
的字詞

HAVE DIFFICULTY WITH SPELLING DESPITE HAVING MADE CONSIDERABLE EFFORTS TO LEARN



### 讀寫障礙學童的成因？

由於腦神經發展異而造成，每十個學童便有一個患有不同程度的讀寫困難，不少未被發現。他們需學習分析文字以加強記憶，透過多元化的教學方式及朋輩和家長支持，增強學習信心及興趣，並發掘自己的才能。

### WHAT CAUSE SPECIFIC LEARNING DIFFICULTIES(SPLD)?

DYSLLEXIA IS A NEUROLOGICAL DIFFERENCE. TEN PERCENT OF THE POPULATIONS ARE BELIEVED TO BE DYSLLEXIC. BUT IT IS STILL OFTEN POORLY UNDERSTOOD. THEY NEED TO LEARN LITERACY SKILLS AND MEMORY SKILLS. THROUGH VARIOUS KINDS OF TEACHING METHOD, PARENT AND PEER SUPPORT, CHILDREN SELF CONFIDENCE AND LEARNING INTEREST WILL BE IMPROVED. THEIR POTENTIAL CAN BE UNLEASHED

## ABOUT CARITAS SUPPORTIVE SERVICES TO FAMILY HAVING CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES...

THIS IS A TWO-YEAR BASED SERVICES MODEL FOR FAMILIES HAVING CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES



FAMILIES CAN BE STRENGTHENED ITS' OWN FUNCTIONING THROUGH A CHILD-CENTERED AND FAMILY-BASED SUPPORTIVE SERVICE IN THE INTEGRATED COMMUNITY CENTER.



CHILDREN CAN BE EQUIPPED WITH MULTI-LEARNING TACTICS IN ORDER TO UNLEASH THEIR POTENTIALS WITH THE HELP AND SUPPORT FROM TRAINED PROFESSIONS AND THROUGH SOCIAL PARTICIPATION.



CAREGIVERS GAIN MUTUAL SUPPORT BY EXCHANGING INFORMATION AND VENTILATION EMOTIONS FROM OUR LONG-TERM SUPPORTIVE NETWORK

