

# Learning Support

Edition II

## Dyslexia

In this edition, the Learning Support Team had the pleasure of sitting down and interviewing Nicholas Manser (Grade 1 Teacher) and Julie Wolf (Grade 5 Teacher).

This edition was created in an effort to bring more awareness and understanding.

阅读障碍

在本期节目中，学习支持团队有幸采访了Nicholas Manser(一年级老师)和Julie Wolf(五年级老师)。这期主题是为了提高更多人对阅读障碍的认识和理解



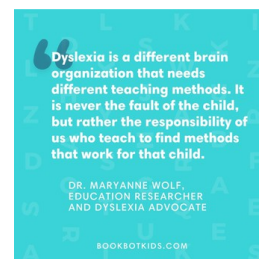
**Mr. Nicholas Manser**

Grade 1 Teacher at BIBA



**Ms. Julie Wolf**

Grade 5 Teacher at BIBA and  
writer for JingKids



**Awareness**

## The Interview

(Some answers were paraphrased and not a direct quote. Direct quotes are in quotation marks. Links to an external website source are in blue.)

采访

(有些回答不是直接引用，而是采用转述的方式。直接引用部分用了双引号。外部资源网站的链接已用蓝色标出。)

### 1. What were your main struggles in school?

1. 你在学校面临的主要困难是什么？

**Nick:** Reading was a struggle for me due to mild dyslexia. I had trouble focusing on one word because all the letters seemed to be together. I could not see the separate words in a sentence. When I did learn to read, I would insert words that were not on the page. Discipline was also a problem. I was not disciplined at home, so I was not disciplined at school. Discipline needs to start at home, you cannot expect students to follow rules and routines at school if there is no consistency at home. I struggled with paying attention in school because of my additional diagnosis of attention deficit. My mind would start to wander, and I could not help it. I could not take a 25-minute break between my study sessions after school because then it would take me that long to focus back on what I was studying. I needed a solid amount of time to sit down and study with no breaks.

Nick: 由于我有轻度的阅读障碍，阅读对我来说很难。我很难集中注意力在一个单词上，因为所有的字母似乎都在一起。我看不出一个句子中单个的单词。当我真正学会阅读的时候，我会在书上插入一些没有的单词。纪律也是一个问题。我在家没被管教，在学校也不受管教。纪律需要从家里开始，如果家校没有一致性，你就不能期望学生在校遵守规则和常规。我在学校里很难集中注意力，因为我被诊断患有注意力缺陷。我总是走神，无法控制自己。我不能在放学后的学习期间休息25分钟，因为那样的话，我就需要用相应的时间来集中注意力重新投入到学习中。我需要坐下来用大块的时间去学习，中间不休息。

**Julie:** Reading and taking tests. There was a tendency for me to over think questions or misinterpret the way something was written when taking a test.

Julie: 阅读和考试。当我参加考试时，我倾向于过度思考问题或误解书面上的意思。

## 2. What strategies helped you the most?

### 2. 什么策略对你帮助最大？

**Nick:** There were so many strategies used but the main one I can remember is a tool my teacher used. She cut out a square space in a piece of paper so that the entire page was not visible and one word was isolated. This helped me a lot but the moment you took it away... everything was blurry again. This strategy does help students learn to read **but** it is not a long-term solution. It is a short-term solution to build reading stamina. I could not see the spaces between words and sentences until I was 16 years old without the use of this tool. It was also because my brain had developed and matured. I also had a special ruler I used after the cut-out piece of paper, so I could see more words on the page. (Similar to this [link](#)). Then she would increase home much I saw at a time. From words- to sentences- to paragraphs - to a full page. It got better from then on. We did not have "fidgets" and tools to help us focus back then like we do now. I would click my pen but that drove people crazy. These tools we have now would have been amazing to have when I was young! (A few examples: [Monkey Fidget](#), [Other](#) ) The [rubber band](#) between the chair to tap my feet on. My brain just needed to release energy somehow and these things would have helped. The thing is NONE of these things work without proper discipline and guidelines. The child can have this tool, but if they have not been taught to use the tool appropriately, it is of no use and becomes more of a toy. Proper clear guidelines and discipline at home carries over into their school day.

Nick: 使用了很多策略，但我记得最主要的是我老师用的一个工具。她在一张纸上划出一个正方形的口子，把这张纸盖到需要阅读的文本中，每次我只能看到一个单词。这对我帮助很大，但当你把这个工具拿走后...一切又变得模糊起来。这种策略确实能帮助学生学习阅读，但并不是长久之计。这是建立阅读耐力的短期解决方案。在我16岁之前，如果没有这个工具，我就看不清单词和句子之间的空格。也因为我的大脑已经发育成熟。在那之后，我也有一个特殊的尺子，所以我在书上可以看到更多字。(类似于这个工具[链接](#))。我的老师会增加我每次看到单词的数量。从单词到句子到段落到一整



页。从那以后，我的情况有所好转。我们小时候不像现在这样有“手指玩具”和其他工具来帮助我们集中注意力。我会按我的笔，但那让其他人受不了。我们现在拥有的这些工具如果在我小的时候也可以拥有，那实在太好了!(举了几个例子: [手指玩具](#), [其他](#))椅子之间放脚伸展的[拉伸带](#)。我的大脑只是需要释放能量，而这些工具可以帮助我。但是，如果没有适当的纪律和指导，这些工具都不会起作用。孩子可以拥有这些工具，但如果他们没有被教导如何正确使用这些工具，它就毫无用处，那样它们就更像是一个玩具。在家里有恰当明确的指导方针和纪律，这样将会把指导方针和纪律延续到他们在学校的生活。

**Julie:** I had special yellow tinted glasses I had to wear. Now, I am able to change the **font** on my computer. I may change the background color on presentations. I like to use purple background with yellow font because then students who are also color blind can read more easily. I increase letter font size on my kindle when reading. I have to really plan out every step in the process of getting things accomplished. This has helped me to have proper time management and to not procrastinate.

Julie: 我必须戴上特制的黄色眼镜。现在，我可以在我的电脑上更改字体了。我可能会改演示文稿的背景颜色。我喜欢用紫色背景和黄色字体，因为这样色盲的学生可以更容易地阅读。当我阅读时，我会在kindle上放大字体。为了完成一件事情，我必须计划好这个过程中的每一步。这帮助我合理地管理时间，不再拖延。

### 3. When/How did you find out about your dyslexia?

你是什么时候/怎么发现自己有阅读障碍的?

**Nick:** Grade 3 or 4, I believe. I still could not read.

My mom also has dyslexia. (Often, there is a family history of dyslexia.)

I was in mainstream school before that but once I was diagnosed, I went to an amazing special school for kids with learning disabilities. I went from being a class of 40 students in mainstream to a class size of 12.

Nick: 我想是三四年级吧。那个时候我还是不识字。

我母亲也有阅读障碍。(通常情况下，有阅读障碍的家族史。)

在那之前，我在主流学校上学，但当我被诊断出患有学习障碍时，我去了一所很棒的特殊学校。我从一个只有40名学生的主流班级换到了一个只有12人的班级。

**Julie:** " I was diagnosed in 2nd grade. It was during a time where we were just starting to really understand dyslexia in the U.S. I happened to be at an international school where there was a teacher doing a staff development on it. There happened to be a specialist on campus at that time and they were able to catch the signs."

"Our family had never heard of it before. My family knew I struggled but did not realize there was a name for it. My mom was actually diagnosed at the same time I was."

The official diagnosis was dyslexia with [scotopic sensitivity](#).

Julie:“我二年级的时候就被确诊了。那是在我们刚刚开始真正理解阅读障碍的时候。我碰巧在一所国际学校学习，那里有一位老师在做关于阅读障碍的员工发展培训。当时恰好学校里有一位专家，他们就能发现一些迹象。”

“我们家以前从未听说过阅读障碍。我的家人知道我在挣扎，但没有意识到它有一个名称。我母亲实际上是和我同时被确诊的。”

官方的诊断是阅读障碍和暗敏感综合症。

### 4. If you could tell teachers just one thing about dyslexia, what would it be?

4. 如果你想告诉老师关于阅读障碍的一件事，你会说什么?

**Nick:** "It is right under your nose. So many kids have it." The kid does not know what is happening but they just cannot read, and they cannot help it. It is your job as a teacher to help that kid and their parents. Every kid is different, even the same diagnosis they may learn differently. Statistics show that at least one kid in your class has a mild or severe form of dyslexia. Do not get angry with the kid, be patient.

Nick:“阅读障碍很普遍，很多孩子都有。”孩子们不知道发生了什么，但他们就是不识字，也无法控制自己。作为老师，帮助孩子和他们的父母是你的工作。每个孩子都是不同的，即使是同样的诊断，他们学习的方式也可能不同。统计数据显示，一个班里至少有一个孩子患有轻度或重度的阅读障碍。不要生孩子的气，要有耐心。

**Julie:** Dyslexia is a much wider range than you realize.

Be flexible. Try different strategies and combinations with your student to see what works for them. It is a different way of looking at the world. Students with dyslexia are often very creative and they can be a huge asset to your classroom.

Julie: 阅读障碍的范围比你想象的要广得多。是灵活的。和你的学生一起尝试不同的策略和组合，看看什么对他们有效。这是一种看待世界的不同方式。有阅读障碍的学生通常非常有创造力，他们可以成为你课堂上的宝贵财富。

## 5. What subject(s) did you thrive/succeed in?

5. 你在哪些科目上取得了成功?

**Nick:** Math! I just understood it! I also succeeded in Home Economics: Everything was broken up into an excel sheet so I could see it!

When I was younger, I struggled with word problems in math but as I got older the actual math formulas, I understood.

Nick: 数学! 我刚刚明白了!我还成功地学习了家政学:所有的东西都被分解成一张表格，这样我就可以看到它了!

当我年轻的时候，我努力解决数学中的应用题，但随着我长大，我理解了实际的数学公式。

**Julie:** I loved drama and music! The arts are a great way to teach language and skills development. I learned how to sign read a script through these experiences.

Julie: 我喜欢戏剧和音乐! 艺术是教授语言和技能发展的好方法。通过这些经历，我学会了如何签名和阅读剧本。



**“ Think of it like a jelly belly candy. There are a lot of different flavors and they combine very uniquely. Maybe they have strawberry dyslexia or maybe they have strawberry coconut dipped in chocolate dyslexia. Every child with dyslexia has their own unique needs.” - Julie Wolf**

“你可以把它想象成果冻糖。有很多不同的口味，它们结合在一起非常独特。也许他们有草莓阅读障碍或者他们有草莓椰子蘸巧克力的阅读障碍。每个有阅读障碍的孩子都有自己独特的需求。”—— Julie Wolf

**6. If you could share your experiences with our students who are dyslexic or who struggle in school, what would you want them to know?**

**能分享一些经验给我们的学生，尤其是有阅读障碍或在学校里学习吃力的学生吗？**

**Nick:** "It is not your fault. You did nothing wrong. You are not stupid. You need to try harder than everyone else, but life has a funny way of working out if you put the effort in. It may be difficult now but, one day you will overcome it." You cannot ignore it though; it will not just go away.

Nick老师：“这不是你的错。你没做错什么，你也并不笨。你只是需要比其他人更努力，如果你不断地努力，你将会看到生活有趣的那面。对你来说，现在的尝试可能很困难，但通过努力，总有一天你会克服的！”你不能忽视阅读障碍，它不会凭空消失的。

**Julie:** "This is not a disability. It is a gift. You just do not know how to use it yet. It is your super power. Seeing things differently than others is an asset. It's going to be hard though... You are are going to struggle. I still have days where I read something many times and I don't understand it. It's



frustrating. My main advice is learn how to communicate what you have in your head so that people can meet you half way."

The things you see may not always be obvious to others. Find your communication method whether that be art, music, drama... find what you excel in.

Julie老师：“这并非缺陷，而是一个礼物，你只是不知道如何使用它而已，它是你的超能力。看待事物的方式与别人不同是一种宝贵的财富。虽然这条路会很难。。。你会不断地挣扎。我到现在仍然有时读了很多遍内容，却仍然不明白含义，这很让人沮丧。我的主要建议是：学习如何用你大脑里已储备的知识和能力与其他人沟通，这样人们可以和你半路相逢，更好地理解你。”

你看到的東西，在別人看來並非顯而易見。找到你的溝通方式，無論是藝術、音樂、戲劇...尋找你擅长的東西。

## 7. What kind of strategies/technology/tools do you recommend for the students who are struggling with reading and writing?

對於在閱讀和寫作上有困難的學生，你有什麼樣的策略/技術/學習工具可以推薦給他們？

**Nick:** Audio books did help me but then my ADD would kick in and my mind would start to wander to other unrelated things. My speech therapist and therapist worked with me to help me build stamina. They started off with short increments of time to focus on something that was unrelated to school. Example: Maybe 5 minutes on a jigsaw puzzle, coloring, drawing on a line. Then once my attention and focus was built up, they would switch it out with my school work. It is like warming up a car in the winter. Using the ruler mentioned before helped me to go back and read my writing. Even though I could write, when I went back to read the whole page it all would look jumbled together. So, I would use the ruler to look at one line at a time.

Now, speech to text has helped me on WeChat! Back then, we did not have these tools. Just want to be careful that it does not become a crutch that they are dependent upon. Students still need to learn to read and write.

Nick老师：有声书确实给了我很多帮助，但是，由于我的注意力缺陷（ADD）会随时发作，我的脑子就会开始走神，去想其他不相关的事情。我的语言治疗师会教我并且帮助我发展耐力。一开始，他们会用一段很短的时间让我专注于与学校无关的事情。例如：先进行5分钟左右的拼图、涂色、画线之类的有趣任务，然后，一旦我建立起注意力和专注力，他们就会立马切换到我的学校任务，就像在冬天发动汽车一样。另一个方法是，让我使用尺子帮助阅读自己的写作。虽然我能写作，但当我回去看完自己一整页的习作，一切看起来都杂乱无章。因此，我会在尺子的辅助下，一次只看一行。现在，微信上的“语音转换文字”功能在生活上帮助了我很多！在我小时候，我们还没有这些辅助工具。不过还是要小心，不要让它成为你一直依赖的拐杖。学生仍然需要学习阅读和写作。

**Julie:** Spell check ! Use your computer. It's ok to use the tools that we have available to us. Find friends that can help you in areas you are weak in, and you can use your strengths to help them in areas they are weak in. Find your support people.

If I am tired or stressed out though, it is harder for me. Then, I just step away from it and give myself a break.

I love audio books as well because it helps me visualize the people and setting in what I am reading.

Julie老师：拼写检查！你可以使用电脑里的现成工具。找到能支持你、能互帮互助的朋友，比如能在你劣势方面帮助你的人，你也可以利用你的优势来帮助他们。如果我累了或者压力太大时，那么阅

读对我来说就更难了。之后我会暂时调整一下，远离读物，让自己先休息一会。我也喜欢有声书，因为它能让我更加视觉化的感受到我正在阅读的内容。

**" I now LOVE to read. I remember the first time I could read what was written on the page. I had a bright yellow filter put over the text in front of me, and I could see the words. I read for the first time to my classmates. Those of you who reading is easy for you... READ more! You do not know how lucky you are !" - Julie**

Julie 老师：“我现在非常喜爱阅读。我还记得小时候第一次读懂了页面上写的内容。那时老师把一个明亮的荧光阅读辅助条（见下图）放在我面前的读物上，我竟然看到了那些单词，让我第一次在全班读书给同学听！如果你觉得读书对你来说很容易...请多多阅读吧！你不知道你有多幸运啊！”



## 8. Any suggestions for parents?给家长什么建议呢？

**Nick: Patience.** Remember, it is not your fault either that your child has dyslexia. You also need to work twice as hard to support and encourage your child. Your child is not stupid. Encourage your child, do not put them down.

Nick老师：要耐心！记住，孩子有阅读障碍不是他们的错。家长也需要加倍努力支持和鼓励你的孩子。你的孩子不笨！尽可能积极地鼓励你的孩子，不要贬低他们。



**Julie:** Recognize that there is nothing wrong with your child. They are not stunted in any way. It is a gift we do still do not fully understand. We are still learning. Support your child in their creative pursuits. **It is a gift. Not a label.**

Julie老师：认识到你的孩子并没有任何错，他们并非发育不良。人们至今仍然无法全面的理解阅读障碍这个礼物，我们也还在不断地学习中。请您支持孩子的创造性追求！这是一个礼物，而不是一个标签！

### 9. How would you have liked classroom teachers to help you when you were in school?

你在上学的那时候，希望老师们如何帮助你？

**Nick:** More **patience** with me and I wish more of my teachers had training in special education. I wish my teachers had a better understanding of learning disabilities, especially dyslexia.

Nick老师：“对我更有耐心！我真的希望越来越多的老师能接受特殊教育的培训。我很希望我的老师们能对学习困难尤其是阅读障碍有更好更深刻的理解。”

**Julie:** I was really lucky. I had mostly good teachers in school. Be **patient**. As frustrated as you are, the child is more frustrated because they know they aren't getting it.

Identify what the students strengths are, not their weakness. And build upon that.

Julie老师：“我真的很幸运，学校里有很多对我很耐心的好老师。和老师对孩子的沮丧相比，孩子其实更沮丧，因为他们知道自己还没有掌握所学知识。

找出学生的长处、优点、闪光点，而不是弱点，学生在此基础上得到进一步的发展。”

### 10. In what ways has your diagnosis helped you or made you an even better teacher?

你的诊断在哪些方面帮助你或者让你成为一个更好的老师？

**Nick:** I have a lot of **patience**. I do not belittle students and I have a reward system that work well for my classroom. I start with building relationships with kids and figuring out what their interests are. I meet them where they are in their learning and encourage them with positive words. I do not think it makes me a better teacher but just makes me a special type of teacher. Every teacher has their strengths that work for their classroom.

Nick老师：我很有耐心。我在班里有一个奖励系统，在我的课堂上很有效。我从和孩子建立关系开始，弄清楚他们的兴趣是什么。我在他们学习的时候，用积极的话语鼓励他们。我不认为这使我成为了一个更好的老师，但这让我成为了一个特别的老师。每个老师都有自己的优势，能更好地服务于他们的课堂教学工作。

**Julie:** I am very **patient and empathetic**.

As a child, what people say to you sticks with your for a very long time.



" I realized recently that no one ever told me I was smart... until college. I had positive words spoken to me about my creativity and personality, but no one ever told me I was intelligent. So, I was surprised when I found out I was intelligent!" It has made me more aware of my words.

I am able to catch things that maybe another teacher might not catch because I recognize it in myself.

Julie老师：“我很有耐心，也很有同理心。”

孩童时期，人们对你说的话会让你很长时间都难以忘怀。

“我最近才发现，从来没有人告诉我，我很聪明，曾有人夸我，说我很有创造力，性格很好...直到上大学的时候，当我被夸，发现自己也挺聪明的时候，我非常惊讶！”我会因此更注意我所说的话。我能够抓住其他老师可能观察不到的点，因为我在自己身上认识到了这一点。”

### - Things to watch out for as educators as possible signs -

**Julie:** If your student has a high vocabulary when speaking and expressing themselves but then their reading comprehension is low. That could be a sign. Kids that get frustrated/anxious when they are reading. A highly intelligent child who is under-performing.

作为教育工作者要注意的，学生可能有阅读障碍的几点迹象

Julie老师：

- v 如果你的学生在言语方面和表达时词汇量很大，但是他们的阅读理解能力却很低。这可能是(孩子有阅读障碍)的信号；
- v 孩子们在阅读时感到沮丧或焦虑；
- v 表现不佳的高智商孩子。

Learning Support Teachers who wrote this article: Mrs. Sabrina, Mrs. Serina, and Mrs. Ruthie

Further Opportunities to Learn:

<https://www.understood.org/en/articles/what-is-dyslexia>

<https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

如果你想进一步了解阅读障碍，可以点击以下链接:

<https://www.understood.org/en/articles/what-is-dyslexia>

<https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>



# I HAVE DYSLEXIA

which means that...

## What I want you to do is:

- to trust me;
- to stop shouting at me;
- to be patient with me;
- to help me learn IN MY OWN WAY;
- to give me the time I need;
- to help me keep faith in myself;
- to be by my side and help me rise when I fall;
- to encourage me when I struggle;
- to treat me equally. I am not different;
- to focus on my strengths;



**upbility**

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