博思會 The Pathways Foundation

25週年研討會 25th Anniversary Symposium

“跨界對話：攜手開拓讀寫障礙新篇章”

Dyslexia Dialogues: Insights, Innovations & Collaborations

3 Oct 2026

主辦機構 Organiser:

PATHWAYS 博思會 25

博思同行廿五載
跨越讀障創未來

Pathways 25
Breaking Limits, Brightening Days

合辦機構 Co-organiser:

大腦與認知研究所 Brain and Mind Institute

香港中文大學 The Chinese University of Hong Kong

主辦機構 Organiser:

博思同行廿五載 跨越讀障創未來 Pathways 25 Breaking Limits, Brightening Days

合辦機構 Co-organiser:

博思會 The Pathways Foundation 25週年研討會 25th Anniversary Symposium

「跨界對話：攜手開拓讀寫障礙新篇章」

"Dyslexia Dialogues: Insights, Innovations Collaborations"

由博思會與 香港中文大學大腦與認知研究所（BMI） 共同主辦的「跨界對話：攜手開拓讀寫障礙新篇章」，將於2026年10月3日假香港中文大學康本國際學術園（YIA）舉行。是次研討會亦將作為重要里程碑標誌並慶祝博思會成立25週年。

自2001年成立以來，博思會一直以專業及實證為本的教學方式，幫助有讀寫障礙的兒童，跨越困難，重拾學習的興趣與自信。博思會亦積極提升各界對讀寫障礙的認知，並向教育工作者、研究人員及家長分享最佳實踐方案，從而共同學習及成長。

是次研討會將邀請多位卓越的講者，建構一個包容性的協作平台，匯聚研究者、臨床心理專家與相關持份者，促進以實證為基礎的討論，激發創新思維並提升支援服務質量。

The Pathways Foundation (Pathways) and The Brain and Mind Institute (BMI) of The Chinese University of Hong Kong are pleased to announce the “Dyslexia Dialogues: Insights, Innovations and Collaborations” Symposium, to take place on 3 October 2026 at the Yasumoto International Academic Park (YIA), The Chinese University of Hong Kong. This symposium will also mark and celebrate the significant milestone of Pathways’25th anniversary.

Since its inception in 2001, Pathways has been dedicated to serving students with dyslexia by providing direct support to bridge their learning gap and enhance motivation to succeed in their learning and interests. Pathways is also committed to raising public awareness on dyslexia and sharing best-practice approaches to clinicians, teachers and parents to foster collective learning and growth.

The symposium will stage a diverse range of eminent speakers, whereby creating an inclusive collaborative platform that brings together researchers, clinicians, families and stakeholders, facilitating evidence-based discussions and the sharing of personal insights, with the aim of inspiring innovation and enhancing services.

主辦機構 Organiser:

博思同行廿五載 跨越讀障創未來 Pathways 25 Breaking Limits, Brightening Days

合辦機構 Co-organiser:

博思會 The Pathways Foundation

25週年研討會 25th Anniversary Symposium

「跨界對話：攜手開拓讀寫障礙新篇章」

"Dyslexia Dialogues: Insights, Innovations Collaborations"

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活動流程 Event Rundown

時間Time

09:00

開幕儀式
Opening Ceremony

耿詠恆 女士　Ms Elsie Gung



博思會 執行幹事會主席
Chairperson, Executive Council, The Pathways Foundation

黃俊文 教授　Professor Patrick Wong



香港中文大學大腦與認知研究所創所所長
Founding Director, Brain and Mind Institute, The Chinese University of Hong Kong

09:40

研討會引言
Introduction of the Symposium

藍芷芊 醫生　Dr Catherine Lam



博思會聯合創會成員、博思會25周年研討會籌委會主席、
香港兒童體智及行為發展學科創會主席
Co-Founder, The Pathways Foundation / Chairman, Pathways Foundation 25th Anniversary Symposium Organising Committee / Founding Board Chairman, Developmental-Behavioural Paediatrics, Hong Kong College of Paediatricians

講題：讀寫障礙：從神經元到實踐

Topic: Dyslexia: From Neurons to Practice

09:43

專題環節一：讀寫障礙多面睇
Panel 1 : Research, Medical, Social and International Perspectives

Professor Catherine McBride



普渡大學健康與人類科學學院研究副院長及人類發展與家庭科學系傑出教授
Distinguished Professor, Department of Human Development and Family Science, Purdue University / Associate Dean for Research, College of Health and Human Sciences, Purdue University

Topic: Dyslexia in Chinese: Unique assessment and training opportunities

活動流程 Event Rundown

時間Time

陳英婷 醫生　Dr Purdy Chan



兒科醫生 (兒童體智及行為發展學科)、香港兒科醫學院兒童體智及行為發展學科委員會名譽秘書、香港中文大學賽馬會公共衞生及基 層醫療學院榮譽臨床助理教授、香港兒科醫學會理事、香港兒童腦科及體智發展學會理事、博思會執行幹事會副主席
Specialist in Development-Behavioural Paediatrics / Honorary Secretary, Developmental-Behavioural Paediatrics Subspecialty Board, Hong Kong College of Paediatricians / Council Member, Hong Kong Society of Child Neurology & Developmental Paediatrics (HKCNDP) / Council Member, Hong Kong Paediatric Society / Honorary Clinical Assistant Professor, Jockey Club School of Public Health and Primary Care, the Chinese University of Hong Kong / Vice-chairperson, Executive Council, The Pathways Foundation

講題：解讀讀寫障礙：從發展視角探討神經科學、心理韌性與終身心理健康
Topic: Dyslexia Unfolded: A Developmental Perspective on Neuroscience, Resilience, and Lifelong Mental Health

甘秀雲 博士 BBS　MH Dr Sanly Kam BBS MH



社會福利諮詢委員會成員、非牟利幼兒教育機構議會顧問及創會主席、太平洋區幼兒教育研究學會（香港）副主席
Member, the Hong Kong Social Welfare Advisory Committee / Consultant & Founding Chairperson, Council of Nonprofit Making Organizations for PrePrimary Education / Vice President, The Pacific Early Childhood Education Research Association (Hong Kong)

講題：「早一步，不只一步」：學前支援從補救到預防的40年之路
Topic: "One Step Earlier, a World of Difference" : A Forty-Year Odyssey of Preschool Support - From Remediation to Prevention

井上知洋 教授　Professor Tomohiro Inoue



國際讀寫障礙協會讀寫障礙定義督導委員會成員、香港中文大學心理學系副教授
Member, Dyslexia Definition Steering Committee, International Dyslexia Association / Associate Professor, Department of Psychology, The Chinese University of Hong Kong

Topic: The IDA's Revised Definition of Dyslexia: What Changed and Why It Matters for East Asian Languages

10:40 小休　Break

時間Time

10:55

專題環節二：讀寫障礙亞洲篇
Panel 2 : Asian Languages and Reading

主持: 杜潔森 教授　Moderator : Professor Carol To



香港大學教育學院溝通、發展與資訊科學學部副教授、
澳洲查理斯史都華大學研究教授（兼任）
Associate Professor, Academic Unit of Human Communication, Learning and Development, Faculty of Education, The University of Hong Kong / Research Professor (Adjunct), Charles Sturt University, Australia

曹凡 教授　Professor Cao Fan



香港大學心理學系副教授
Associate Professor, Department of Psychology, The University of Hong Kong

講題：讀寫障礙人士閱讀發展的腦機制
Topic: Brain Changes with Reading Development in Typical and Atypical Readers

Professor Ayumi Seki



北海道大學教育學研究院教育心理學教授、日本讀寫障礙研究會主席
Professor, Neuropsychology of Learning, Faculty of Education, Hokkaido University, Japan / Chairman, Japan Dyslexia Research Association

Topic: Brain Mechanisms Related to Japanese Reading and Developmental Dyslexia

王立志 教授　Professor Angus Wang



香港教育大學特殊教育與輔導學系副教授及副系主任、台灣學障學會前任理事長
Associate Professor and Associate Head of Department, Department of Special Education and Counselling, The Education University of Hong Kong / Immediate Past President, Taiwan Academy for Learning Disabilities

講題：台灣學習障礙學生的教育鑑定安置、課程設計與教學原則－2026年修訂版
Topic: Educational Identification and Placement, Curriculum Design, and Teaching Principles for Students with Learning Disabilities in Taiwan – Revised Edition, 2026

活動流程 Event Rundown

時間Time

12:05 午膳交流時刻 Grab & Connect Lunch

12:50 專題環節三：人工智能學與教
Panel 3 : AI in Education

主持: 潘啟祥 先生 Moderator : Mr Franky Poon



博思會 執行委員
Executive Councillor, The Pathways Foundation

李丹 教授 Professor Lee Tan



香港中文大學電子工程學系教授、香港中文大學(深圳)數據科學學院教授
Professor, Department of Electronic Engineering, The Chinese University of Hong Kong /
Professor, School of Data Science, The Chinese University of Hong Kong, Shenzhen

講題：利用 AI 為特殊需要學生提供個人化支援：機遇與挑戰
Topic: Leveraging AI in Providing Personalized Support to Students with Special Needs: Opportunities and Challenges

吳瀚 博士 Dr Victor Ng



數據思維學院院長、數據及人工智能素養協會資深創會會員
Head of Academy, Data Mindset Academy / Founding Fellow, Data & AI Literacy Association

講題：人機協作
Topic: Human-AI Collaboration

區永裕 老師 Mr Au Wing Yu



香港紅卍字會大埔卍慈中學英文科科主任
English Panel Chairperson, Hong Kong Red Swastika Society Tai Po Secondary School

講題：科技賦能新浪潮：AI 翻轉讀寫障礙的機遇與挑戰
Topic: The Opportunities, Realities, and Limits of AI for Supporting Students with Dyslexia

活動流程 Event Rundown

時間Time

13:50

專題環節四：讀障心理支援路
Panel 4 : Psychological and Educational Support

主持: 沈嘉敏 教授　Moderator : Professor Kathy Shum



香港大學心理學系副教授
Associate Professor, Department of Psychology, The University of Hong Kong

陸秀霞 教授　Professor Sarah Luk



香港中文大學教育心理學專業應用副教授
Associate Professor of Practice in Educational Psychology, Department of Educational Psychology, Faculty of Education, The Chinese University of Hong Kong

講題：從評估到成效: 讀寫障礙學生的評估剖析與介入策略
Topic: From Assessment to Impact: Profile Analysis and Intervention Strategies for Students with Dyslexia

黃志明 博士　Dr Tony Wong



香港心理學會臨床心理學部主席
Chair of Division of Clinical Psychology, The Hong Kong Psychological Society Ltd

講題：讀寫障礙對個人及其家庭的社會心理影響
Topic: Psychosocial Impact of dyslexia on the Individuals and Their Families

何暉靈 女士　Ms Vania Ho



衞生署認可名冊教育心理學家、香港心理學會 教育心理學部 委員
Member of Register of Educational Psychologists accredited by Department of Health / Executive Committee Member of Division of Educational Psychology, The Hong Kong Psychological Society

講題：支援懷疑／已確診讀寫障礙兒童：前線教育心理學家的反思
Topic: Supporting Young Children Suspected/ Diagnosed with Dyslexia: Reflections of a Frontline EP

活動流程 Event Rundown

時間Time

黃緯立博士　Dr Simpson Wong



英國倫敦瑪麗皇后大學講師
Lecturer, Queen Mary University of London

講題：透過文字與圖像學習：漫畫的教育應用
Topic: Learning Through Words and Images: Educational Applications of Graphic Novels

15:05 **小休　Break**

15:25 **從一課室到無界：點亮讀寫障礙學童二十五載**
From One Classroom to Global Horizons: 25 Years of Unlocking Potential

主持: 耿詠恆 女士　Moderator : Ms Elsie Gung



博思會 執行幹事會主席
Chairperson, Executive Council, The Pathways Foundation

主持: 黃瑞霞 女士　Moderator : Ms Lucille Wong



博思會 執行總監
Executive Director, The Pathways Foundation

15:45 **專題分享：跨越障礙，看見可能：30 年國際倡議與創會之路**
Presentation : 30 years of International Advocacy

Mr Steven O'Brien



Vice President, International Dyslexia Association / Global Network Chair and Board Member, International Dyslexia Association / Chair of the Nomination Committee, International Dyslexia Association / CEO/Founder, Dyslexia Foundation. CEO/Founder of Adult Dyslexia Training Limited

時間Time

16:05

專題環節五：讀寫支援並肩行
Panel 5 : Walking Together in Dyslexia Support

主持: 潘啟祥 先生　Moderator : Mr Franky Poon

博思會 執行委員
Executive Councillor, The Pathways Foundation

顏陳可欣 女士　Ms Karina Ngan Chan

香港特殊學習障礙協會成員
Member of Hong Kong Association for Specific Learning Disabilities

宋月玲 女士　Ms Sandy Sung

香港讀寫障礙連網理事會主席
Chairman, Hong Kong Dyslexia Connected

李心匝 女士　Ms Nathania Lee

小學教師、博思會校友
Primary School Teacher / Pathways' Alumni

郭汝鏗 先生　Mr Abraham Kok

香港特殊需要體育學院創辦人、同恆夢發展協會創辦人、博思會校友
Founder, Hong Kong Special Needs Sports Institute /
Founder, Peer Development Association / Pathways' Alumni

伍佩珊 女士　Ms Agatha Ng

博思會校友家長
Parent of Pathways' Alumni

時間Time

16:45 特別嘉賓 Special Guest

盧冠廷 先生 Mr Lowell Lo Kwun Ting



香港殿堂級唱作人、電影配樂家及演員，香港電影金像獎 | 台灣金馬獎 | CASH音樂成就大獎 | Chill Club終身成就獎 | 香港電台第47屆十大中文金曲「金針獎」得主
Legendary Hong Kong singer-songwriter, film score icon and actor / Honored with Hong Kong Film Awards | Golden Horse Awards | CASH Hall of Fame Award | Chill Club Lifetime Achievement Award | the Golden Needle Award at the RTHK 47th Top Ten Chinese Gold Songs Award

17:05 研討會圓滿結束 Symposium Concluded

盧冠廷 - 陪著你走

作詞：唐書琛　作曲：盧冠廷　編曲：盧冠廷

誰說　時間片刻變陳舊　全為我分秒亦停留
因我　身邊有你緊握我的手

愛　誰說永不會長壽　陪著你一生到白頭
都能　把心中星星閃得通透

陪著你走　一生一世也不分
天天編出兩雙足印　過千山過千海
如果　走到這世界邊端
我倆已是無力前行　跟我一起飛去

誰說　時間片刻變陳舊　全為我分秒亦停留
因我　身邊有你緊握我的手

這份愛　誰說永不會長壽　陪著你一生到白頭
都能　把心中星星閃得通透

陪著你走　一生一世也不分
天天編出兩雙足印　過千山過千海
如果　走到這世界邊端
我倆已是無力前行　跟我一起飛去
請你伴我同路去

鳴謝 Acknowledgment

合辦機構

大腦與認知研究所 Brain and Mind Institute

香港中文大學 The Chinese University of Hong Kong

支持機構

(排名不分先後):

International DYSLEXIA Association®

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香港特殊學習障礙協會 Hong Kong Association for Specific Learning Disabilities

香港兒童腦科及體智發展學會 HKCNDP

DIVISION OF CLINICAL PSYCHOLOGY
The Hong Kong Psychological Society Ltd.
香港心理學會 臨床心理學部
http://www.hkps-dcp.org.hk

DEP 香港心理學會 HKPS 教育心理學部

Hong Kong Subsidized Secondary Schools Council 香港津貼中學議會

DSSSC 直資 香港直接資助學校議會 Hong Kong Direct Subsidy Scheme Schools Council

HK Aided Primary School Heads Association 香港資助小學校長會

社聯 HKCSS

香港社福界心連心大行動 CONNECTING HEARTS
心連心學院 CONNECTING HEARTS ACADEMY

製作團隊

TRANSING

CEC Promotion • Event Management • Exhibition CEC Design (H.K.) Ltd.

摘要 Abstract

研討會引言
Introduction of the Symposium

藍芷芊 醫生　Dr Catherine Lam

講題：讀寫障礙：從神經元到實踐

Topic: Dyslexia: From Neurons to Practice

"Dyslexia Dialogues" of this Symposium refers to the essential element of shared understanding and collaborative work between professions and sectors in supporting reading development and dyslexia. From fragmentation of understanding and practice among fields a few decades ago, the system for supporting dyslexia is emerging into an interconnected ecosystem encompassing neuroscience, medical, psychological, educational, technological and public policy sectors. This Symposium invites speakers from these stakeholders to share their expertise and insights, with the aim of strengthening ties and collaboration.

本研討會的讀寫障礙「跨界對話」旨在突顯各專業及界別之間建立共同理解與協作的重要性，以支援讀寫發展。數十年前，不同領域對讀寫障礙的理解與實踐仍較為分散；而今天，支援讀寫障礙的系統正逐漸發展成一個相互連結的生態系統，涵蓋神經科學、醫學、心理學、教育、科技及公共政策等界別。

本研討會邀請來自這些相關持份群體的講者，分享他們的專業知識與見解，以增強各方聯繫與協作。

摘要 Abstract

專題環節一：讀寫障礙多面睇
Panel 1 : Research, Medical, Social and International Perspectives

Professor Catherine McBride

Topic: Dyslexia in Chinese: Unique assessment and training opportunities

In this talk, I highlight three skills that are important for understanding Chinese dyslexia.

The first is Chinese character vs. (2 or more character) word reading. Although these skills tend to be correlated at above .9, measuring both is important for both assessment and training.

The second is morphological awareness, an essential skill for disambiguating characters that sound the same but are written differently in Chinese.

The third is delayed copying, a measure of orthographic skill and memory that has proven reliable, robust, and useful in distinguishing those with and without dyslexia.

Understanding these core skills is potentially useful for both detection of dyslexia and for training of children with and without reading difficulties in Chinese.

摘要 Abstract

專題環節一：讀寫障礙多面睇
Panel 1 : Research, Medical, Social and International Perspectives

陳英婷 醫生　Dr Purdy Chan

講題：解讀讀寫障礙：從發展視角探討神經科學、心理韌性與終身心理健康
Topic: Dyslexia Unfolded: A Developmental Perspective on Neuroscience, Resilience, and Lifelong Mental Health

Developmental dyslexia is commonly defined by persistent difficulty acquiring accurate and fluent reading, yet its consequences extend beyond word-level performance. This presentation reframes dyslexia as a neurodevelopmental continuum shaped by interactions among genetic susceptibility, brain development, perceptual-cognitive processes, and learning environments. Large-scale genomic evidence identifies 42 associated loci, while neuroimaging implicates reduced efficiency and connectivity in left temporoparietal and occipitotemporal reading networks. Crucially, compensatory recruitment and intervention-related white-matter change demonstrate that the reading system remains plastic.

A developmental-cascade framework is used to explain how co-occurring conditions, repeated academic failure, stigma, and chronic school-based stress may increase vulnerability to anxiety, low self-worth, depression, behavioural difficulties, and school avoidance. These outcomes are probabilistic rather than inevitable: distress often peaks during compulsory schooling, while effective instruction, accommodations, supportive relationships, and treatment of comorbidities can alter trajectories. The "dyslexia paradox"—identification after the most adaptable early-learning years—therefore highlights the need for kindergarten risk screening, followed by comprehensive assessment and explicit, evidence-based intervention.

The presentation concludes with a whole-child clinical model integrating literacy care and mental-health surveillance. Five protective domains are emphasized: oral language and vocabulary, growth mindset and self-efficacy, grit, secure parental understanding, and positive school connectedness. Clinicians should explain neurobiology in strengths-based language, assess common neurodevelopmental comorbidities, and monitor anxiety, self-concept, bullying, somatic symptoms, and school avoidance. Early, coordinated action across health, family, and education can protect both reading development and lifelong psychological wellbeing. This approach shifts practice from remediation alone toward prevention, resilience building, and sustained participation across the lifespan.

摘要 Abstract

專題環節一：讀寫障礙多面睇
Panel 1 : Research, Medical, Social and International Perspectives

甘秀雲 博士 BBS　MH Dr Sanly Kam BBS MH

講題：「早一步，不只一步」：學前支援從補救到預防的40年之路

Topic: "One Step Earlier, a World of Difference" : A Forty-Year Odyssey of Preschool Support - From Remediation to Prevention

This presentation focuses on preschool, the starting point of a person's education. Tracing four decades of transformation within Hong Kong's rehabilitation services, we explore how service shifts have reshaped dyslexia intervention—evolving from isolated remediation into naturalistic, gamified prevention. Yet, beyond celebrating this journey, we will offer a penetrating reflection: How wide is the chasm between our present reality and the ideal paradigm? What critical blind spots still linger in the shadows? Only by confronting and addressing these gaps can the sector truly cross the threshold from passive remediation to authentic, lifelong prevention.

本報告以聚焦幼兒教育，以個體教育歷程的起點，回顧香港康復服務四十載的轉型，並探討服務模式轉變如何重塑讀寫障礙介入：由抽離式補救教學逐步演變為自然情境化、遊戲化的預防取向。然而，我們不僅止於肯定此發展歷程，亦將作深層省思：當前現實與理想範式之間的鴻溝究竟有多寬？哪些關鍵盲點仍潛伏於暗處？唯有正視並回應這些落差，業界方能眞正跨越門檻，由被動補救邁向切實而長遠的預防。

摘要 Abstract

專題環節一：讀寫障礙多面睇
Panel 1 : Research, Medical, Social and International Perspectives

井上知洋 教授　Professor Tomohiro Inoue

Topic: The IDA's Revised Definition of Dyslexia: What Changed and Why It Matters for East Asian Languages

Since its release in 2002, the International Dyslexia Association's (IDA) definition of dyslexia has been influential in dyslexia research and practice worldwide. Last year, IDA revisited and revised its definition to better reflect state-of-the-art scientific evidence, practitioner insights, and lived experiences of individuals with dyslexia and their families. What changes were made, and why were they necessary? In this presentation, I will share the key updates in the revised IDA definition of dyslexia and discuss its relevance to our dyslexia practices in East Asia.

摘要 Abstract

專題環節二：讀寫障礙亞洲篇
Panel 2 : Asian Languages and Reading

曹凡 教授　Professor Cao Fan

講題：讀寫障礙人士閱讀發展的腦機制

Topic: Brain Changes with Reading Development in Typical and Atypical Readers

In this talk, I will introduce my work focused on distinguishing between brain abnormalities that are causes versus those that are consequences of developmental dyslexia. To address this question, I have employed three complementary approaches. First, by examining cross-linguistic effects, I reason that language-universal neural characteristics are more likely to reflect causal factors, whereas language-specific effects may represent consequences of dyslexia. Second, I have used a double control group paradigm, comparing children with dyslexia to both an age-matched control group and a reading-matched younger group. This design helps disentangle dyslexia-specific effects from those attributable to general reading performance. Specifically, if the dyslexia group exhibits brain differences relative to both control groups, this suggests a dyslexia-specific effect—potentially a cause. In contrast, if differences emerge only relative to the age-matched group but not the reading-matched group, this indicates that the neural variation is more likely due to poor reading skill rather than dyslexia per se. Third, adopting a developmental perspective allows me to distinguish between different patterns of brain differences over time: those that persist across development, which may reflect core signatures or causes of dyslexia; those that are present in childhood but resolve by adulthood, suggesting developmental delay; and those that become more pronounced in adults than in children, pointing to consequential effects of the disorder.

摘要 Abstract

專題環節二：讀寫障礙亞洲篇
Panel 2 : Asian Languages and Reading

Professor Ayumi Seki

Topic: Brain Mechanisms Related to Japanese Reading and Developmental Dyslexia

Japanese has a unique orthography in which we use both phonograms, kana (hiragana and katakana), and a morphogram, kanji, together. While the letter-to-sound correspondence for kana is highly transparent, that for kanji is opaque, with pronunciation determined by context. This factor influences the incidence of dyslexia; the rate is low for kana but relatively high for kanji.

One characteristic difficulty in reading kana among Japanese children with dyslexia is that letter-by-letter reading persists for a longer period. As noted in Chinese, various factors influence the reading of kanji, including visual (orthographic) and semantic (morphological) difficulties; however, a distinctive challenge with Japanese kanji is recalling the appropriate pronunciation from among multiple possible readings.

In this presentation, I will introduce brain imaging and physiological studies of the development of these abilities and the associated difficulties.

摘要 Abstract

專題環節二：讀寫障礙亞洲篇
Panel 2 : Asian Languages and Reading

王立志 教授　Professor Angus Wang

講題：台灣學習障礙學生的教育鑑定安置、課程設計與教學原則－2026年修訂版

Topic: Educational Identification and Placement, Curriculum Design, and Teaching Principles for Students with Learning Disabilities in Taiwan – Revised Edition, 2026

Since its release in 2002, the International Dyslexia Association's (IDA) definition of dyslexia has been influential in dyslexia research and practice worldwide. Last year, IDA revisited and revised its definition to better reflect state-of-the-art scientific evidence, practitioner insights, and lived experiences of individuals with dyslexia and their families. What changes were made, and why were they necessary? In this presentation, I will share the key updates in the revised IDA definition of dyslexia and discuss its relevance to our dyslexia practices in East Asia.

摘要 Abstract

專題環節三：人工智能學與教
Panel 3 : AI in Education

This panel explores how artificial intelligence can expand learning opportunities for students with dyslexia and other special educational needs without replacing human thinking, professional judgement, or educational relationships. Professor Lee Tan will examine recent developments in large language models (LLM) and generative AI, considering their capabilities, opportunities, and challenges for personalised learning, while providing a research- and technology-informed framework for the discussion. Dr Victor Ng will focus on human–AI collaboration and introduce the principle of Reflection Before Ask. He will invite educators and students to clarify their thinking and formulate better questions before engaging with AI, positioning it as a thought partner rather than simply an answer machine. Mr Au Wing Yu will bring a strength-based and neurodiversity-informed perspective to classroom practice. He will discuss how AI tools, curriculum design, and pedagogy may create more appropriate pathways for students to take in information, express their understanding, and make their capabilities visible. Together, the speakers will trace a connected pathway from technological capability, to human reflection, to inclusive educational practice. The session will consider how AI can be used in ways that are student-centred, responsible, and open to meaningful evaluation.

本環節探討人工智能如何在不取代人的思考、專業判斷與教育關係的前提下，擴闊讀寫障礙及其他有特殊教育需要學生的學習機會。李丹教授將從大型語言模型及生成式 AI 的最新發展出發，分析其支援個人化學習的能力、機遇與挑戰，並為討論建立技術與研究框架。吳瀚博士將聚焦人機協作，提出「Reflection Before Ask」，鼓勵教師與學生先反思、提出更有質素的問題，再把 AI 視為促進思考的伙伴，而非只提供答案的工具。區永裕老師則以強項主導與腦力多元的角度，探討如何透過 AI 工具、課程及教學設計，調適學生的輸入與輸出途徑，讓其潛能得以被看見和發揮。三位講者將共同勾畫一條由技術能力、人的反思到課堂實踐的路徑，思考如何以學生為本、負責任且可評估的方式運用 AI。

摘要 Abstract

專題環節四：讀障心理支援路
Panel 4 : Psychological and Educational Support

陸秀霞 教授　Professor Sarah Luk

講題：從評估到成效: 讀寫障礙學生的評估剖析與介入策略

Topic: From Assessment to Impact: Profile Analysis and Intervention Strategies for Students with Dyslexia

This symposium session provides a brief review of psychological and educational assessment reports for students with dyslexia and explores how assessment findings can be translated into meaningful, evidence-informed support. It will focus on accurately interpreting reports to identify students' cognitive profiles, literacy-related learning difficulties, strengths, and individual educational needs. By connecting assessment evidence with targeted intervention planning, the session aims to help educators and practitioners develop practical and responsive strategies that promote effective learning and sustained academic progress.

摘要 Abstract

專題環節四：讀障心理支援路
Panel 4 : Psychological and Educational Support

黃志明 博士　Dr Tony Wong

講題：讀寫障礙對個人及其家庭的社會心理影響

Topic: Psychosocial Impact of dyslexia on the Individuals and Their Families

Visible literacy deficits in dyslexia represent only the tip of an iceberg; beneath the surface lies a submerged reality of chronic shame, evaluative anxiety, learned helplessness, and masking fatigue. In Hong Kong's high-stakes academic environment—amplified by Chinese orthographic complexity and weekly dictation drills—evaluative threat triggers neurobiological survival responses (amygdala hyperactivation and executive dysfunction), establishing that emotional regulation must precede cognitive remediation. Repeated effort-reward decoupling fuels internalizing (somatic withdrawal) and externalizing (oppositional defiance) coping, while distorting family dynamics into adversarial "homework policing" and sibling neglect.

To cultivate systemic resilience, this presentation outlines four evidence-based clinical interventions: (1) diagnostic reframing from moral blame to objective cognitive architecture; (2) Acceptance and Commitment Therapy (ACT) to defuse from rigid cultural success narratives; (3) restoring the home sanctuary via "Safe Harbor" and "Drop the Pencil" rules alongside assistive technologies; and (4) expanding "islands of competence" to achieve whole-child flourishing.

摘要 Abstract

專題環節四：讀障心理支援路
Panel 4 : Psychological and Educational Support

何暉靈 女士　Ms Vania Ho

講題：支援懷疑／已確診讀寫障礙兒童：前線教育心理學家的反思

Topic: Supporting Young Children Suspected/ Diagnosed with Dyslexia: Reflections of a Frontline EP

Providing timely and effective support for children with dyslexia requires a clear understanding of both mainstream primary school practices and the systemic challenges faced on the ground. Drawing on frontline experience as an Educational Psychologist (EP), this presentation offers an overview of current support frameworks while critically reflecting on real-world constraints—including managing high workloads, underutilized EP roles, and supporting children in the diagnostic "gray area" who display clear needs prior to formal identification.

To bridge these gaps, the presentation explores multi-systemic solutions to mitigate implementation barriers and create more responsive support pathways. Key areas of focus include: (1) Enhancing Early Intervention in Preschool; (2) Multidisciplinary & Cross-Sector Communication; and (3) Systemic & Practice Improvements.

Attendees will gain insights into navigating school-level constraints, optimizing multidisciplinary partnerships, and reframing support frameworks to ensure all young learners thrive across their educational journey.

摘要 Abstract

專題環節四：讀障心理支援路
Panel 4 : Psychological and Educational Support

黃緯立博士　Dr Simpson Wong

講題：透過文字與圖像學習：漫畫的教育應用

Topic: Learning Through Words and Images: Educational Applications of Graphic Novels

Graphic novels have gained increasing attention as a medium for learning, yet their educational potential remains underexplored within dyslexia research and practice. This presentation draws on my research and teaching experiences to examine how graphic novels can support learning across different educational contexts. Research comparing graphic novel and text-only formats suggests that graphic novels enhance reading comprehension, story retelling, and motivation to engage with further reading among learners from primary school to university. Beyond reading outcomes, graphic novels offer opportunities to develop both verbal and visual literacy through shared reading, knowledge transfer, and creative production. Practical applications include sourcing graphic novels for young readers, using graphic novels in dialogic reading, creating graphic novel-based teaching materials, co-creating graphic novels with students, and using graphic novels as a gateway to broader learning and health literacy. The presentation argues that graphic novels should be viewed not simply as reading supports, but as versatile educational tools that promote engagement, agency, creativity, and learning.

摘要 Abstract

專題環節五：讀寫支援並肩行
Panel 5 : Walking Together in Dyslexia Support

"Walking Together in Dyslexia Support" brings together two people with lived experience of dyslexia, a parent, and representatives from two parent organisations to share stories of support from personal journeys to the wider community.

The speakers will share their experiences of overcoming learning challenges, recognising individual strengths, supporting children's growth, and improving home–school communication. Representatives of the two organisations will also share their work in community support and policy advocacy.

The session will explore how people with dyslexia, families, schools, and professionals can build an inclusive support network that empowers individuals with dyslexia to move forward with confidence.

「讀障支援並肩行」邀請兩位有讀寫障礙經歷的人士、一位家長，以及兩個家長組織的代表，分享從個人成長到社區同行的支援故事。

講者將分享如何面對學習上的挑戰、發掘個人優勢，以及在子女成長路上提供適切陪伴和促進家校溝通的經驗。兩個家長組織的代表亦會分享各自在社區支援及政策倡議方面的工作與經驗。

本環節將探討讀寫障礙人士、家長、學校與專業人士如何攜手建立包容而連貫的支援網絡，讓讀寫障礙人士在理解與支持中建立自信，穩步前行。

摘要 Abstract

Mr Steven O'Brien

專題分享：跨越障礙，看見可能：30 年國際倡議與創會之路
Presentation : 30 years of International Advocacy

Although dyslexia is a global issue, the ways in which it is identified, understood and supported are shaped by language, culture, education policy and local resources. This presentation introduces the International Dyslexia Association's Global Network: a formal structure connecting eligible organisations outside the United States with IDA and with one another. Its purpose is to enable knowledge and effective practice to travel across borders without losing local relevance, while providing organisations with trusted peers, practical resources, international visibility and a sustainable framework for collaboration.

Drawing on Steven O'Brien's experience of founding the Dyslexia Foundation UK in 1998 and developing services including helplines, screening, diagnostic assessment, welfare support, reading projects, assistive technology and consultancy, the session will move from local delivery to global cooperation.

IDA Chinese Translation

國際讀寫障礙協會 (IDA) 資源閣

IDA 2025年讀寫障礙定義

Chinese Translation of 2025 Definition of Dyslexia

博思資訊 Pathways Info

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合辦機構 Co-organiser:

博思會 The Pathways Foundation

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