

# **Alunos disléxicos na aula de Língua Portuguesa: um estudo sobre desafios e possibilidades de atuação docente**

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## **Resumo**

Este estudo insere-se nas áreas de Linguística e Psicologia Educacional e tem como pano de fundo a necessidade de formação docente para o trabalho com a diversidade e com a inclusão. O objetivo foi verificar os principais desafios e possibilidades do professor ao mediar os processos de ensino e aprendizagem de alunos disléxicos na aula de Língua Portuguesa. Para isso, foi realizada uma pesquisa de revisão empírica, em periódicos nacionais de Linguística, Qualis A1 e A2, com publicações de 2012 a 2021. Foi possível verificar que as intervenções envolvem desde utilização de recursos estratégicos físicos e tecnológicos, até estratégias pedagógicas, em especial, o atendimento individualizado e direcionado para as dificuldades do aluno. Verificou-se também a escassez de artigos sobre dislexia na sala de aula, o que pode sinalizar para certo apagamento dos fenômenos que envolvem os indivíduos disléxicos no processo educacional brasileiro.

**Palavras-chave:** Aula de Português. Dislexia. Estratégias Pedagógicas. Formação Docente. Inclusão Educacional.

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## **Dyslexic students in the Portuguese Language class: a study on challenges and possibilities for teaching practice**

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### **Abstract**

This study is part of the areas of Linguistics and Educational Psychology and has as a background the need for teacher training to work with diversity and inclusion. The objective was to verify the main challenges and possibilities for the teacher when mediating the teaching and learning processes of dyslexic students in the Portuguese language class. For this, an empirical review research was carried out in national journals of Linguistics, Qualis A1 and A2, with publications from 2012 to 2021. It was possible to verify that the interventions involve from the use of physical and technological strategic resources, to pedagogical strategies, in particular, the individualized service and directed to the student's difficulties. There was also a paucity of articles on dyslexia in the classroom, which may signal a certain erasure of the phenomena that involve dyslexic individuals in the Brazilian educational process.

**Keywords:** Educational Inclusion. Dyslexic Students. Pedagogical Strategies. Portuguese Language Class. Teaching Activity.

# **Estudiantes disléxicos en la clase de Lengua Portuguesa: un estudio sobre los desafíos y posibilidades de la práctica docente**

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## **Resumen**

Este estudio se enmarca en las áreas de Lingüística y Psicología Educativa y tiene como antecedente la necesidad de formación docente para trabajar con la diversidad y la inclusión. El objetivo fue verificar los principales desafíos y posibilidades del docente al mediar los procesos de enseñanza y aprendizaje de los alumnos disléxicos en la clase de lengua portuguesa. Para ello, se realizó una investigación de revisión empírica en revistas nacionales de Lingüística, Qualis A1 y A2, con publicaciones de 2012 a 2021. Se pudo comprobar que las intervenciones involucran desde el uso de recursos estratégicos físicos y tecnológicos, hasta estrategias pedagógicas, en particular, el servicio individualizado y dirigido a las dificultades del alumno. También hubo escasez de artículos sobre la dislexia en el aula, lo que puede indicar un cierto borrado de los fenómenos que involucran a los disléxicos en el proceso educativo brasileño.

**Palabras clave:** Actividad Docente. Clase de Lengua Portuguesa. Estrategias Pedagógicas. Estudiantes Disléxicos. Inclusión Educativa.

## **Introduction to the Study: Situating the Problem in Its Context**

The educational world faces numerous challenges in its daily operations with varying levels of complexity. Among those requiring significant investment from researchers and education professionals is the challenging issue of inclusion. This difficulty arises from various factors: lack of knowledge, prejudice, absence of effective public policies, insufficient investment in research, weaknesses in teacher training processes, and even the specificities of each inclusion case (GATTI; BARRETO, 2009).

The fact is that increasingly, schools are receiving children with various diagnoses that require educators to implement pedagogical actions capable of including them in teaching and learning processes and promoting their knowledge construction. Due to this and the recommendation of the Law of Guidelines and Bases (LDB, 1996) that people with disabilities should be included in the regular education network and not just placed within it, discussions around the topic have intensified in both school and non-school environments.

Among the inclusion cases is dyslexia: a neurobiological learning disorder directly related to language, which can be identified through symptoms such as distraction, difficulty in reading and writing, disorganization related to school subjects, and blockage in performing activities requiring fine and gross motor coordination (International Classification of Diseases-10, 1993). According to ICD-10, vocabulary, handwriting, reading and writing performance, and other skills required during teaching and learning processes in schools are profoundly affected in individuals with dyslexia. They often struggle to associate sounds with letters, make letter substitutions, or write them in the wrong order.

According to the Brazilian Association of Dyslexia (ABD, 2021), a survey conducted between 2013 and 2021 found that 47% of patients seek a diagnosis. Additionally, around 80% of these patients have dyslexia linked to other psychiatric diagnoses and neurodevelopmental disorders. According to the latest Basic Education Census by INEP, from 2015 to 2019 (BRAZIL, 2020), the percentage of enrollments of students with disabilities included in regular classes increased from 88.4% to 92.8%, highlighting the need for curriculum spaces in teacher education programs that address such topics.

This scenario has led to a shift in the Brazilian society's stance, which has begun to advocate for the educational inclusion of individuals who, often, are within schools but fail to develop their potential. Brazilian special education policy, since the Salamanca Declaration (1994) and the Law of

Guidelines and Bases (LDB, 1996), has adopted an inclusive perspective, aiming to build a school that guarantees the attendance of human diversity. Such a goal demands that universities invest in training educators capable of meeting this challenge. The Bachelor's Degree in Language Studies, in particular, needs to pay close attention to this issue, as dyslexia is a disorder directly related to language development. In an environment where reading and writing are recognized and valued, students with such a learning disorder may become excluded from learning processes unless specific methodologies for inclusive practices are implemented, having to fit into assessment models, evaluations, requirements, and obligations that do not serve them well.

Beyond the contextualization and presentation of the research object, the description of this panorama serves to justify the need for a study involving the fields of Linguistics and Educational Psychology, with the backdrop being the very training of teachers, their preparation to confront diversity in the classroom, in order to succeed in their teaching projects. However, inclusive education, in general, finds little space for discussion in teacher training curricula. According to Aquino, “the curricula of Pedagogy and Language courses should be reviewed to ensure the offering of specific subjects on written language acquisition” (2018, p. 15). Thus, dyslexia is rarely mentioned in the teacher development process, creating a gap that, according to the author, results in “the institution responsible for literacy not being prepared and/or lacking adequate conditions to address the difficulties (predictable, as they are intrinsic to the process)” (op. cit. p. 15). Nevertheless, in everyday practice, teachers are confronted with various learning difficulties among students that will require specific interventions, which they may be unaware of.

Dyslexic individuals can significantly overcome the learning disorder. However, this depends on effective pedagogical guidance and well-organized instruction. To achieve this, the teacher must be concerned with understanding certain methodological principles that enable the education of these students. (...) The teacher must have the skill to organize, adapt, or create materials and apply theoretical knowledge to the student's needs and specific problems (SOUZA, 2008, p. 58).

In light of this, studies that clarify methodologies for working with dyslexic students should be conducted, not only focusing on the problem but also pointing towards its resolution. Considering the complexity of the issue, the legal mandates for inclusion since 1996, as outlined by the LDB, and the implications of the phenomenon on language work, it is to be expected that theoretical and practical investments have been made and that many positive outcomes have already been achieved in the knowledge construction of this topic. Since it is a subject with a multidisciplinary approach, much

discussion and production occur, especially in the fields of Speech Therapy and Psychology, but there is still a need to survey contributions in the field of Linguistics regarding the problem.

In response to this need, this research was guided by the objective of identifying the main challenges and possibilities for teachers when mediating the teaching and learning processes of dyslexic students in Portuguese language classes, based on national publications from *Qualis* A1 and A2 journals in the field of Linguistics from the past decade in Brazil. To achieve this primary goal, we aim to: select and organize foundational theoretical and legislative materials for understanding phenomena related to educational inclusion; understand the theoretical and legal principles guiding issues of dyslexia in the school environment; select bibliographic materials addressing methodological challenges and possibilities related to working with reading and writing for dyslexic students; compile, from the selected *corpus*, the challenges faced by Portuguese language teachers working with dyslexic students; compile, from the selected corpus, the opportunities found by Portuguese language teachers working with dyslexic students; and reflect on the contributions of Linguistics in the multidisciplinary work impacting the development of dyslexic students.

This study thus seeks to contribute to the bibliographic survey of what has been built up to this point, in order to propose potential transformations based on this knowledge. The process and results are presented in this article, which is structured as follows: this introduction, followed by a literature review on the concept and implications of dyslexia, then the methodological journey experienced and the analysis of collected data, and finally the conclusions.

## **The Dyslexic Individual: In Search of Understanding the Phenomenon and Its Implications in the Fields of Education and Linguistics**

Defined by the Brazilian Association of Dyslexia (ABD, 2021) as "a specific learning disorder of neurobiological origin, characterized by difficulty in the precise and/or fluent recognition of words, decoding skills, and spelling," dyslexia undergoes diagnostic stages related to the characteristics of individuals suspected of having the disorder. According to Signor (2015):

Dyslexia presents "signs" as early as the preschool phase, such as "inattention," "delayed speech and language development," "difficulty learning rhymes and songs," and "poor development of motor coordination," among others. In the school phase, some observable signs include "difficulty in acquiring and automating reading and writing skills," "inattention and distraction," "general disorganization," "confusion in naming right and left," "difficulty copying from books and the board," "poor understanding of rhyme and alliteration," "limited vocabulary with short and

immature sentences or long and vague ones," and "difficulty using maps, dictionaries, and phone books"etc. (SIGNOR, 2015, p. 974).

In this way, treating dyslexia as a congenital condition with emphasis on social and constitutional construction, concerning the proper organization of psychological functions to make the individual suitable for learning, the signs that may indicate a possible diagnosis of dyslexia are primarily identified by Portuguese language teachers, as cited by Signor (2015), during school activities. However, the stages for diagnosing dyslexia remain misaligned due to inadequate training of professionals, resulting in flawed investigations.

Dyslexia is recognized as a disorder by the International Classification of Diseases (ICD). Within this classification, this learning disorder falls under ICD-10, which corresponds to mental and behavioral disorders. This identification, therefore, assists in the interventions proposed for individuals with dyslexia, defining dyslexia as a **specific learning disorder with reading impairments** and potentially standardizing diagnosis and treatment. However, this approach is met with reservations by those involved with the issue, particularly regarding the medicalization of education. According to Inácio, Mariano, and Oliveira (2017), to facilitate the learning process for individuals with dyslexia, it is important that the diagnosis be made by a multidisciplinary team and that multifunctional resource rooms in schools be utilized, as part of the Specialized Educational Service (AEE)<sup>3</sup>. However, due to the absence of these resources in schools, the identification of the CID and the consequent medicalization/pathologization of the disorder, the role of the school in supporting students with dyslexia and providing them with a quality education becomes weakened. According to the authors, the medical diagnosis ends up being used as a solution to the problem of these students' educational failure, resulting in their exclusion from the educational process.

Murphy, Oliveira, and Schochat (2013) discuss dyslexia as a difficulty in reading and writing fluency that leads to a phonological deficit in language. Their discussion places the topic within the fields of speech therapy and neurology, giving little attention to the educational process. Considering cognitive processes in the perception and acquisition of knowledge related to phonological processing, dyslexia is situated within the individual's neurobiological capacity, compounded by systemic failures in literacy instruction. This capacity, combined with the concept of ability as the power to perform a specific task, is treated as diminished, according to Guimarães and Medina (2019,

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<sup>3</sup> The AEE (Special Educational Assistance) is a guideline from the Special Education Department designed to serve the target audience of Special Education (children with disabilities, autism spectrum disorder, high abilities, and giftedness). It operates as a support service for regular classrooms, aiming to supplement the real learning of students.

p. 156), who define the disorder as “the difficulty in reading and spelling regular words, decoding and spelling non-words, which unfortunately results in poor reading comprehension and a reduced vocabulary”.

According to Signor (2015), with the efforts of neuroscience in recent years to explain difficulties in learning reading and writing, phonological processing in individuals with dyslexia shows different brain activations. Considering these possibilities, reducing the definition of dyslexia and dyslexic individuals to the term "impoverished" places the disorder on a different path from the path of inclusion in educational processes.

Given that Portuguese Language classes are the primary environment for acquiring and developing reading and writing skills, and considering the educational focus of this research proposal, we encounter teachers with inadequate initial training in the area. According to Aquino (2018), the curricula of Language courses should be revised to include mandatory courses specifically on language acquisition. The author also argues that diagnosing a dyslexic student should not be reduced to identifying spelling errors. For Aquino, this reduction of the student's cognitive complexity to spelling mistakes creates a pathway to diagnosis that has direct effects on the child, given the various routes imposed on them for problem resolution. According to Barbosa et al. (2015), the diagnosis of dyslexia, which should involve Portuguese Language teachers, needs to cover activities of increasing difficulty, ranging from basic units to more complex tasks involving reading and writing.

Continuing with the issue of limited investment in the training of Portuguese Language teachers, discussed by Dauruiz et al. (2016, p. 133), who state that teachers "lack strategic resources incorporated into their teaching methodology and are unaware of the specific foundation underlying the use of pedagogical strategies," it can be said that this problem stems from a scarcity of scientific studies. According to Alves, Casella, and Ferraro (2015, p. 124), “research evaluating the writing of students with dyslexia as well as those with both dyslexia and ADHD is still scarce but necessary for outlining intervention strategies to assist this population.” Therefore, the inadequate training can also be attributed, according to Signor (2015, p. 993), to the lack of effective intervention options for dealing with dyslexic students and, consequently, to the scarcity of studies on the topic. Signor notes that “what is important in language processes is to act and provide more favorable conditions for the promotion of complete learning,” which, according to the author, highlights affect as a primary intervention.



It is frequently observed that traditional literacy methods, which have proven to be ineffective for decades, still permeate the practices in many schools today. The inadequate teacher training (including school, university, and ongoing professional development) hinders the assimilation of the theories underpinning the assumptions suggested by official documents (National Curriculum Parameters for Portuguese Language). (...) Some students manage to advance despite the school system. Others, however, develop "disorders," opposition to decontextualized school activities, "restlessness," "inattention"; problems which, in turn, manifest as the "symptom," which tends to reinforce the "diagnosis" given by educators (SIGNOR, 2015, p. 994).

In this context, students who do not adapt to teaching due to the methodologies used or the pedagogical tendency they are part of present academic difficulties, and the interventions occurring in the classrooms of dyslexic students contribute little to the diagnosis. Inadequate pedagogical practices are extremely harmful to students, as the misalignment of issues surrounding the diagnosis generates various variables in addressing them. Another approach considered in the study by Guimarães, Medina, and Minetto (2017) was interventions involving the development of executive functions for dyslexic students, meaning the development of the ability to set goals and plan how to achieve them within the classroom, with monitoring to ensure the effectiveness of the method. The authors advocate for the early diagnostic strategies to identify how the student learns, so that individual attention and specific activities can be provided, such as the use of the Individual Development Plan (IDP) and Specialized Educational Assistance (SEA).

Given the concept of dyslexia as a neurobiological learning disorder that directly impacts reading and writing, and results in difficulties with precise word recognition and phonological skills, the discussion surrounding dyslexia in the context of Portuguese language teaching and learning primarily concerns the insufficient training of teachers and, consequently, their lack of understanding of the learning conditions of individuals with this disorder. According to Dauruiz et al. (2016, p. 140), "dyslexia, as a learning disorder, consists of a complex problem involving a range of situations." In this regard, given its direct relation to language, the authors view the various manifestations of dyslexia as exacerbating factors, particularly affecting Portuguese language classes.

Furthermore, according to the authors, in one of the most comprehensive studies on dyslexia within the proposed scope, activities such as word identification and decoding, reading comprehension, spelling, written expression, oral expression, and auditory comprehension, which are part of the typical Portuguese language classroom activities, pose significant challenges for dyslexic students. These difficulties, considering that the cited skills are required for obtaining grades, are carried by the student throughout their academic life and may prevent them from pursuing their

chosen paths. It is crucial to highlight that this situation is once again seen as the responsibility of the teacher, specifically those focused on teaching reading, such as in the case of Portuguese language instruction, when in fact, it is a systemic issue.

## **The Path and Methodological Choices of the Research**

This is a conventional empirical review research. This type of research is understood as one that seeks to clarify how a particular problem has been studied from a methodological perspective and aims to provide answers to the following questions: “What procedures are commonly used in the study of this problem? What factors have been affecting the results? What proposals have been made to explain or control these factors? What procedures have been employed to analyze the results?” (Brasileiro, 2021, p. 81). Such investments have the merit of contributing, within a specific temporal, thematic, or spatial scope, to the compilation of methodological paths already undertaken and, thus, pointing towards the continuation of studies.

It is also characterized as exploratory research, commonly used when there is little accumulated knowledge and “aims to make a particular phenomenon more familiar” (Brasileiro, 2021, p. 44). In the specific case of this research, it is necessary for professionals in the field of Language Studies to become familiar with the phenomenon of dyslexia. While the topic is often addressed by health professionals, knowledge and interventions have also been demanded from teachers, especially those in Portuguese Language, who are (or should be) part of the multidisciplinary team supporting dyslexic students. However, such knowledge has found few systematically organized spaces for development during initial or ongoing training. For data interpretation, a qualitative approach was chosen, as the focus is on the challenges and possibilities faced by teachers working with dyslexic students, as well as the methodologies applied in teaching and learning Portuguese Language.

To compose the *corpus*, a selection was made from journals classified under Linguistics in Qualis A1 and A2 listed on the Sucupira Platform over the last 10 years (from 2012 to 2021). The filters also considered texts available in Portuguese, selected using the descriptors: dyslexia and reading and writing. Initially, articles were sought from Qualis A1 journals. However, only 8 studies were found, and due to this scarcity, the search scope was expanded to include Qualis A2 journals, resulting in 7 additional journals and a total of 15 publications. These studies were then read, cataloged, and organized into two tables: one for Qualis A1 journals and another for Qualis A2 journals. Each table included the journal name, year/edition, title, and access link to the text.

Subsequently, a third table was created to systematize the search for: the challenges and possibilities of Portuguese Language teachers' work with dyslexic students.

## Exploration and Interpretation of Data

We will now explore the content of the selected articles. Initially, we will present the data compilation in Table 1 and Table 2, offering some reflections on the scarcity of research in the field. Following this, we will provide an analytical overview of what these studies reveal regarding the challenges and possibilities for teaching practice in Portuguese Language classes, based on the insights developed in this study.

**Table 1 - Description of Articles from Qualis A1 Journals**

Qualis A1 Journals - Number of Journals: 3; Number of Studies: 8			
Journal	Year/Issue	Title	Link
Cadernos de Estudos Linguísticos (UNICAMP)	V. 60 n. 2 (2018): 30 <a href="#">Years After Narciso's Diary: Theoretical and Methodological Developments</a>	Where Is the Deficit? – Controversy Surrounding Dyslexia.	<a href="https://periodicos.sbu.unicamp.br/ojs/index.php/cel/article/view/8648687/18477">https://periodicos.sbu.unicamp.br/ojs/index.php/cel/article/view/8648687/18477</a>
CoDAS	2013 vol. 25, nº 1.	Central Auditory Processing in Children with Dyslexia: Behavioral and Electrophysiological Assessment.	<a href="https://www.scielo.br/pdf/codas/v25n1/v25n1a08.pdf">https://www.scielo.br/pdf/codas/v25n1/v25n1a08.pdf</a>
	2013, vol.25, nº 6 São Paulo.	Auditory Cognitive Potential - P300 as an Indicator of Therapeutic Progress in Students with Developmental Dyslexia.	<a href="https://www.scielo.br/pdf/codas/v25n6/pt_2317-1782-codas-25-06-00500.pdf">https://www.scielo.br/pdf/codas/v25n6/pt_2317-1782-codas-25-06-00500.pdf</a>
	2015, vol.27, nº 6, São Paulo.	Syntactic Markers in the Oral Recount of Dyslexic Students.	<a href="https://www.scielo.br/pdf/codas/v27n6/2317-1782-codas-27-06-00557.pdf">https://www.scielo.br/pdf/codas/v27n6/2317-1782-codas-27-06-00557.pdf</a>
		Language Profile and Cognitive Functions in Brazilian Portuguese-Speaking Children with Dyslexia.	<a href="https://www.scielo.br/pdf/codas/v27n6/2317-1782-codas-27-06-00565.pdf">https://www.scielo.br/pdf/codas/v27n6/2317-1782-codas-27-06-00565.pdf</a>
	2016, vol. 28, nº 2, São Paulo.	Orthographic Performance of Students with Developmental Dyslexia and Developmental Dyslexia Associated with Attention Deficit Hyperactivity Disorder (ADHD).	<a href="https://www.scielo.br/pdf/codas/v28n2/2317-1782-codas-28-2-123.pdf">https://www.scielo.br/pdf/codas/v28n2/2317-1782-codas-28-2-123.pdf</a>
	2018, vol.30, nº 2, São Paulo.	Speech-Language Pathology Program in Reading Comprehension and Spelling: Effects on Spelling in Dyslexics.	<a href="https://www.scielo.br/pdf/codas/v30n2/2317-1782-codas-30-2-e20170077.pdf">https://www.scielo.br/pdf/codas/v30n2/2317-1782-codas-30-2-e20170077.pdf</a>
	2020, vol. 32, nº 3.	Remediation Program with Rapid Naming and Reading for	<a href="http://www.codas.periodikos.com.br/article/10.1590/2317">http://www.codas.periodikos.com.br/article/10.1590/2317</a>

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		Students with Dyslexia: Development and Clinical Significance.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1984-63982015000400971&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1984-63982015000400971&amp;lng=en&amp;nrm=iso</a>
Revista Brasileira de Linguística Aplicada	2015, vol.15, nº 4.	Dyslexia: A Historical and Social Analysis.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1984-63982015000400971&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1984-63982015000400971&amp;lng=en&amp;nrm=iso</a>

Source: prepared by the authors, 2021.

Based on the data organized in Table 1, it is evident that only two studies are published in Qualis A1 journals directly related to the field of Linguistics. These studies are "Onde está o déficit? – Polêmica em torno da dislexia" from the journal Caderno de Estudos Linguísticos (UNICAMP) and "Dislexia: uma análise histórica e social" from the Revista Brasileira de Linguística. Regarding the journal CoDAS, although it belongs to a different field, its inclusion in the Plataforma Sucupira under the Linguistics filter is justified as it deals with associated areas encompassing language acquisition as a subject of study. Table 2 compiles the articles found in Qualis A2 journals.

**Table 2 - Description of Articles from Qualis A2 Journals**

Qualis A2 Journals - Number of Journals: 4 - Number of Studies: 7			
Journal	Year/Issue	Title	Link
Revista Brasileira de Educação Especial	2019, vol.25, nº 1.	Reading of students with developmental dyslexia: impacts of an intervention with phonics method combined with executive functions stimulation.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382019000100155&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382019000100155&amp;lng=en&amp;nrm=iso</a>
	2017, vol.23, nº 3.	Executive Functions in Developmental Dyslexia: Reviewing Research Evidence.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382017000300439&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382017000300439&amp;lng=en&amp;nrm=iso</a>
	2014, vol.20, nº 1.	Identification of Students at Risk for Dyslexia: A Study on the Use of Reading Fluency Monitoring in a School Context.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382014000100002&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382014000100002&amp;lng=en&amp;nrm=iso</a>
Rev. Bras. de Estudos Pedagógicos	2016, v. 97, nº 245.	Elementary School Teachers' Conceptions of Developmental Dyslexia.	<a href="http://rbep.inep.gov.br/ojs3/index.php/rbep/article/view/3427">http://rbep.inep.gov.br/ojs3/index.php/rbep/article/view/3427</a>
CEFAC	2017, vol. 19, nº 1.	Information and Communication Technologies (ICT) Applied to Dyslexia: A Literature Review.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1516-18462017000100099&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1516-18462017000100099&amp;lng=en&amp;nrm=iso</a>
Psicologia Escolar e Educacional	2015, vol.19, nº 1.	Creativity in Individuals with Learning Disorders and Difficulties: A Review of Research.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382015000100002&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-65382015000100002&amp;lng=en&amp;nrm=iso</a>

	2017, vol.21, nº 3.	Intellectual Styles and Learning Strategies: Perceptions of Elementary School Teachers.	<a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-85572017000300447&amp;lng=en&amp;nrm=iso">85572015000100087&amp;lng=en&amp;nrm=iso</a> <a href="https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-85572017000300447&amp;lng=en&amp;nrm=iso">https://www.scielo.br/scielo.php?script=sci_arttext&amp;pid=S1413-85572017000300447&amp;lng=en&amp;nrm=iso</a>
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Source: prepared by the authors, 2021.

Based on the data presented in the bibliographic survey tables, only 7 of the reviewed journals addressed dyslexia, with 3 of them being Qualis A1 and the remaining 4 Qualis A2. This data highlights the scarcity of research focused on dyslexia within this field of knowledge and, consequently, a potential neglect of the dyslexic phenomenon in educational processes and the academic-scientific world. We believe that addressing this issue should involve studies and analyses of cases and how they should be managed within the classroom by Portuguese language teachers.

In the Qualis A1 journals, there is a notable emphasis on the technical aspect as a relevant point for meeting the standards of international excellence. Examples include the articles "Auditory (Central) Processing in Children with Dyslexia: Behavioral and Electrophysiological Evaluation" (MURPHY, OLIVEIRA, and SCHOCHAT, 2013), "Auditory Cognitive Potential - P300 as an Indicator of Therapeutic Progress in Students with Developmental Dyslexia" (ALVARENGA et al., 2013), and "Phonological Program in Reading Comprehension and Spelling: Effects on Spelling in Dyslexics" (CÁRNIO; NOGUEIRA, 2018), all of which address dyslexia from a technical perspective.

In this regard, Barradas Barata (2016, p. 12) notes that the impact factors of these journals are "influenced by many aspects not directly related to the quality of the production, such as the size of the scientific community in each area and the prestige of subfields within the same discipline." These regulations often dictate what can or cannot be published, affecting the formal evaluation criteria of the journal. Such evaluations can sometimes exclude studies with a smaller readership community. The challenges and possibilities for Portuguese language teachers, as explored in this study, concern valuing individuals in the educational process and achieving success as a result of recognizing and emphasizing the importance of every individual in the school environment, without distinctions.

In the Qualis A2 journals, the focus shifts subtly, though these journals still maintain a high quality standard. While the article "Leitura de Estudantes com Dislexia do Desenvolvimento: Impactos de uma Intervenção com Método Fônico Associado à Estimulação de Funções Executivas" (Guimarães & Medina, 2019) links dyslexia directly to phonological aspects, other articles highlight

elevated social aspects, such as “Concepção de professores do ensino fundamental sobre a dislexia do desenvolvimento” (Dauruiz et al., 2016). In the study “Estilos intelectuais e estratégias de aprendizagem: percepção de professores do ensino fundamental,” (Intellectual Styles and Learning Strategies: Perceptions of Elementary School Teachers), Inácio, Mariano, and Oliveira (2017, p. 448), with contributions from Cabral (2013), emphasize that most research on dyslexia is concentrated in the field of Medical Sciences rather than in Education. They also highlight the lack of public policies targeting students with this disorder, particularly in the field of teacher training. In the field of Linguistics, the results of this research are not different, given the limited number of studies on dyslexia and dyslexic individuals. If the topic is rarely discussed, teachers are less exposed to it during their formative process and, therefore, should not be held responsible for the lack of effective inclusion of dyslexic individuals in the Brazilian educational system. Despite this, the fact remains that:

teachers are often unfamiliar with dyslexia and struggle to classify its causes, identify the problem, and implement appropriate interventions to help students overcome difficulties in the classroom. Considering that the early years of schooling are crucial for learning to read, teachers play a fundamental role in identifying issues related to reading skills. (DAURUIZ, *et al.*, 2016, p. 138).

Despite the critical role teachers play in the effective inclusion of students with dyslexia in the educational system, obstacles related to their training and practice are evident in the classroom, largely due to the limited investment from the State in professional development. According to Dauruiz et al. (2016, p. 139), "It requires a great deal of boldness and creativity to develop new and more promising educational models, necessary for the urgent and fundamental task of improving the quality of education in the country." However, beyond individual creativity and boldness, it is imperative to create systematic opportunities for pedagogical development in both initial and ongoing teacher training. These opportunities should equip teachers to effectively handle inclusion, particularly in the case of students with dyslexia. Nonetheless, it is well understood that the work of teachers is continuously subject to evaluation.



## Challenges and Possibilities for Teaching Portuguese Language Classes

We now turn to the analysis of the 15 articles focused on the challenges and possibilities for Portuguese language teachers working with students with dyslexia. We present the compiled data in Table 3 and subsequently analyze the findings from these studies.

**Table 3 - Challenges and Possibilities in Working with Dyslexic Students in Portuguese Language Classes**

	Title	Author(s)	What was found
1	Where is the Deficit? – Controversies Surrounding Dyslexia	Patricia Aquino	The discussion centers on the diagnosis of dyslexia as a congenital condition. In conclusion, the gap in teacher training concerning dyslexia and the inadequacy of schools were mentioned, but without further elaboration.
2	Auditory (Central) Processing in Children with Dyslexia: Behavioral and Electrophysiological Assessment	Juliana Casseb Oliveira, Cristina Ferraz Borges Murphy, Eliane Schochat	Definition of Dyslexia as a Neurological Disorder and the Conduct of Tests for Analyzing Auditory and Linguistic Processing in Dyslexics. It is an article that analyzes linguistics, primarily directed towards speech therapists..
3	Syntactic Markers in the Oral Retelling of Dyslexic Students	Adriana de Souza Batista Kida, Clara Regina Brandão de Ávila e Simone Aparecida Capellini	Analysis of morphosyntactic development in dyslexics, which is not related to exposure to written texts. It is a comparative article, proving important in justifying the challenges faced by dyslexics in Portuguese language classes.
4	Language Profile and Cognitive Functions in Brazilian Portuguese-Speaking Children with Dyslexia	Thais Barbosa, Camila Rodrigues, Carolina Toledo-Piza, Ana Luiza Gomes Pinto Navas e Orlando Francisco Amodeu Bueno.	Discussion on Phonological Processing and Stages of Dyslexia Diagnosis in a Child Based on Reading and Vocabulary Tasks. Useful for Explaining Dyslexia and the Reading and Writing Process Involved in Learning.
5	Spelling Performance of Students with Developmental Dyslexia and Developmental Dyslexia Associated with Attention Deficit Hyperactivity Disorder	Débora Cristina Alves, Erasmo Barbante Casella e Alexandre Arcanjo Ferraro	The article draws a parallel between dyslexia and Attention Deficit Hyperactivity Disorder (ADHD). It highlights the scarcity of research on the writing of students with such disorders, as well as the need for intervention strategies for these individuals, but does not attempt to address this issue, only mentions it.
6	Remediation Program with Rapid Naming and Reading for Students with Dyslexia: Development and Clinical Significance	Bianca dos Santos e Simone Aparecida Capellini	The article provides a definition of dyslexia and a study conducted on interventions with dyslexic students.
7	Dyslexia: A Historical and Social Analysis.	Rita Signor	The article presents a social overview of dyslexia, mentioning the challenges in intervention due to inadequate teacher training. The article also discusses current alternatives used to address the difficulties faced by dyslexic students. It critiques traditional teaching methods and emphasizes the role of affective support as a pathway to cognitive development.

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8	Reading of Students with Developmental Dyslexia: Impacts of an Intervention with Phonemic Method Combined with Executive Function Stimulation	Giovanna Beatriz, Kalva Medina, Sandra Regina Kirchner Guimarães	The article characterizes dyslexia as a “impoverished” reading skill and considers reading as an effective intervention. It advocates for explicit teaching and the development of phonological skills.
9	Executive Functions in Developmental Dyslexia: Reviewing Research Evidence	Giovanna Medina, Maria de F. Minetto e Sandra R. K. Guimarães	Additionally, the text supports the development of executive functions as an intervention for dyslexic students.
10	Identification of Students at Risk of Dyslexia: A Study on the Use of Reading Fluency Monitoring in a School Context	Rosa Filipa Ferreira de Mendonça, Ana Paula Loução Martins	The article advocates for schools to implement an integrated system for early identification of dyslexia so that the necessary interventions can be carried out as quickly as possible.
11	Conceptions of Elementary School Teachers Regarding Developmental Dyslexia	Maria de Lourdes Merighi Tabaquim, Silvani Dauruiz, Shaday M. Prudenciatti e Ana Vera Niquerito	The article identifies the inadequate training of teachers as a central issue in dealing with dyslexia, noting that they are also unable to recognize the various manifestations of the disorder. "Teachers lack strategic resources incorporated into their teaching methodology and are unaware of the specific foundations underlying the use of pedagogical strategies".
12	Information and Communication Technologies (ICT) Applied to Dyslexia: A Literature Review	Luciana Cidrim, Francisco Madeiro	The article defines dyslexia and presents technology as tools for teachers to address the needs of students with dyslexia.
13	Intellectual Styles and Learning Strategies: Perceptions of Elementary School Teachers	Francislaine Flâmia Inácio, Katya L. de Oliveira, Maria Luzia Silva Mariano	The article highlights the importance of strategies employed by teachers when dealing with students with dyslexia and their understanding of the issue.
14	Auditory Cognitive Potential - P300 as an Indicator of Therapeutic Progress in Students with Developmental Dyslexia	Kátia F. Alvarenga, Eliene Silva Araújo, Érika Ferraz, Patrícia Abreu Pinheiro Crenitte	The article examines the effectiveness of the Cognitive Auditory Evoked Potential-P300 (CAEP-P300) for monitoring the therapeutic progress of students with Developmental Dyslexia.
15	Speech-Language Therapy Program in Reading Comprehension and Spelling: Effects on Spelling in Dyslexic Individuals	Débora Manzano Nogueira, Maria Sílvia Cárnio	The article presents a study on the development of a Speech Therapy Program for Reading Comprehension and Spelling to evaluate its effects on reading comprehension and spelling in students with Developmental Dyslexia. It focuses on treatment conducted by speech therapists.

Source: prepared by the authors, 2021.

Despite the quantitatively limited data collected, analyzing the content of each study allowed us to identify some attempts at interventions being implemented in schools based on the findings. Ávila, Capellini, and Kida (2015, p. 563), through a comparative approach, noted that students with dyslexia face greater challenges with expository texts compared to typical students, as “the number of words per sentence and the incidence of content words hinder retention and the establishment of



relationships between the information read.” Thus, this difficulty, prevalent in Portuguese language classes due to the large number of text interpretation activities, becomes a challenge for teachers striving for successful lessons and impacts the full participation of all students. This issue directly affects dyslexic students, as words need to be phonologically and semantically decoded for comprehension, and these students have unstable phonological representations, making the development of reading slower.

Inácio, Mariano, and Oliveira (2017) found, through a questionnaire applied to teachers, that most of them believe individualized attention is the best approach, as it allows “identifying each student's particularities, their areas of interest, and using a diverse teaching methodology.” On the other hand, a minority of teachers think that employing a varied methodology “would only be possible through experiences, reflections, and attitudes regarding learning, or by helping the student understand the need for using strategies or through training these learning strategies” (*op. cit.*, p. 452). Understanding teachers' knowledge about strategies and their classroom practices highlights the necessity of interventive planning, as “the teacher's role becomes even more critical in the development of students with diagnoses, with investing in their training being a necessary factor in overcoming students' academic difficulties” (*op.cit.*, p. 453).

Cappelini and Santos (2020, p. 2) propose a remediation program for dyslexic students to address the mentioned challenge. They suggest training phonological awareness and grapho-phonemic correspondences through rapid automatic naming, which involves the speed at which a child sequentially verbalizes a list of basic symbols. This method, though not widely cited or implemented according to the authors, can enhance reading fluency and lexical access speed. Therefore, it can be inferred that such an intervention is accessible and feasible for teachers, as Guimarães and Medina (2015) note that stimulating phonological awareness is essential in reading, requiring the reader to engage in various cognitive processes simultaneously.

Guimarães, Medina, and Minetto (2017, p. 440) argue, however, that developing phonological awareness alone is insufficient for the intervention required for dyslexic students. They emphasize that the development of Executive Functions (EF) is crucial for “managing mental, emotional, and behavioral processes” involved in activities such as “planning, organization, self-regulation, monitoring, intention, decision-making, categorization, problem-solving, motivation, attention, concentration, adaptation to change, and self-awareness” (2017, p. 440). The development of EFs involves integrating usual practices and strategies.

Other possible interventions are considered by Signor (2015), such as conducting oral assessments, having a dedicated teaching assistant, providing additional educational support classes, and creating differentiated activities. In this regard, diagnosing a child as dyslexic is crucial for them to benefit from Specialized Educational Services (SES) and to have an Individual Development Plan (IDP), especially in Portuguese language classes.

The use of Information and Communication Technologies (ICT) is advocated in the review study by Cidrim and Madeiro (2017, p. 2). They argue that technological resources enhance the conditions for interaction, visualization, and comprehension of texts, noting that “the use of technological tools modernizes education, opening up more efficient teaching possibilities.” In the 21 articles published between 2010 and 2015 and discussed in this study:

Some aspects highlighted regarding the use of ICT applied to dyslexia include the type and size of font, the use of color variations on screens that facilitate reading, control over the time spent on tasks, text-to-speech conversion to enable listening to the text read, phonological and multisensory resources to stimulate phonological awareness and spelling, as well as interactive multimedia tools. Additionally, more appropriate technological features for working with dyslexic individuals were suggested. (CIDRIM, MADEIRO, 2017, p. 106).

Thus, according to the authors, it is necessary to expose dyslexic students to software that promotes phonological awareness and grapheme-phoneme correspondences, as such resources benefit reading and writing skills. Consequently, it is once again crucial to include dyslexic students in the development of the Individual Development Plan (PDI) and the Specialized Educational Service (AEE), ensuring their presence in specialized classrooms designed for students with specific needs.

Based on the challenges and possibilities presented in the analyzed studies, it can be inferred that interventions are still recent, as observed from the publication dates of the articles and consequently the discussion on the topic. The literature, still scarce, prevents definitive statements regarding the handling of students with this disorder. However, it is possible to list challenges and possibilities for work based on the analyzed *corpus*.

Systemic failure in literacy education, with an emphasis on errors; late diagnosis, preventing dyslexic students from accessing specialized educational support (AEE) and a multidisciplinary team with the development of an Individual Development Plan (PDI); inadequate training of education professionals, driven by the scarcity of studies on the subject, resulting in poorly discussed and implemented interventions and misattribution of responsibility to teachers; extensive focus on typical

language activities that ignore difficulties in phonological and semantic decoding, such as word decoding, spelling, auditory comprehension, and oral expression.

Possibilities for intervention include: Development of Executive Functions to manage mental processes through activities that explore the student's ability to plan, organize, make decisions, and concentrate; strengthening the teacher-student relationship to prevent learning blocks and using affection as a path for cognitive development; use of technologies and software to enhance interaction and visualization of texts and activities; application of the rapid automatic naming method to train phonological awareness and grapheme-phoneme correspondences; oral assessments; support from a dedicated teaching assistant; pedagogical reinforcement; inclusion of dyslexic students in the PDI and AEE after early diagnosis to ensure individualized attention.

## Conclusions

Dyslexia, a neurological disorder that results in difficulties with reading fluency and writing, and consequently a language deficit, as well as clinical diagnostic issues, directly affects the teaching and learning process in the school environment. Both dyslexic students and their teachers, especially those of Portuguese language, face obstacles that impede development. Students struggle to adapt to the education system, while teachers find it challenging to provide effective learning. Thus, the primary challenges include late diagnosis and the almost complete lack of investment in teacher training, who play a crucial role in resolving these issues.

Given this, there is a need to seek efficient interventions to address these difficulties. The results of this study, although limited, suggest that successful interventions involve a range of strategies, from physical resources such as educational technologies to pedagogical strategies, particularly individualized and targeted support for specific student needs. It is evident that active interventions in learning interactions foster the mental, behavioral, and emotional development of dyslexic students in classrooms. Ultimately, schools should serve as a place of support and autonomy.

Beyond understanding these possibilities and considering the future of these studies, it is crucial to question the erasure of phenomena involving dyslexic individuals in the educational process, the academic world, and public policies on teacher training, as well as addressing the real and delicate issues present in the classroom. This is particularly pertinent as addressing these challenges primarily advances through case studies experienced by students and Portuguese language teachers.

It is a fact that academic linguistic training cannot cover all issues related to classroom practices. Therefore, given the glaring social reality, it is imperative to establish training spaces where future teachers can understand and discuss dyslexia, and thus contribute to the retention and success of their students in school. This entails the need to rethink the curriculum, evaluative models, continuing education policies, daily classroom practices, including times, practices, and spaces. Such a problematization involves critically reflecting on how, why, for whom, and for what purpose to teach students with dyslexia.

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Received: 30/07/2022  
Approved: 13/11/2023