

DYSLEXIA AND THE CHALLENGES IN LITERACY: AN INTEGRATIVE LITERATURE REVIEW

DISLEXIA E OS DESAFIOS NA ALFABETIZAÇÃO: UMA REVISÃO INTEGRATIVA DA LITERATURA

LA DISLEXIA Y LOS DESAFÍOS DE LA ALFABETIZACIÓN: UNA REVISIÓN BIBLIOGRÁFICA INTEGRADORA

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ABSTRACT

Dyslexia is a learning disorder of neurological origin, characterized by difficulty in decoding and spelling words. It is one of the learning disorders that affects writing and reading and consequently interferes with the literacy process. The objective of this study was to understand how the literacy process occurs in children with dyslexia. This is a literature review conducted using the electronic databases Capes, PubMed/Medline, Scielo, and BVS, considering the last 15 years. The descriptors used for the search were: Dyslexia, literacy, inclusion, interventions, assistive technology, educational strategies, and teaching practice. Sixteen articles addressing the literacy process of dyslexic children were selected. It was observed that the literacy of dyslexic children depends not only on the literacy process itself, but also on the child, the teacher, the methodology, the parents, and, above all, environmental influences. Dyslexia makes the literacy process even more complex, requiring a review of pedagogical practices to ensure a more inclusive and high-quality education for all.

Keywords: Dyslexia. Literacy. Student. Teacher.

RESUMO

A dislexia é um distúrbio de aprendizagem de origem neurológica, que se apresenta na dificuldade de decodificar e soletrar palavras. É um dos transtornos de aprendizagem que afeta a escrita e a leitura e conseqüentemente interfere no processo de alfabetização. O objetivo deste estudo foi compreender como ocorre o processo de alfabetização da criança com dislexia. Trata-se de uma revisão bibliográfica realizada por meio das bases eletrônicas de dados Capes, PubMed/Medline, Scielo e BVS, considerando os últimos 15 anos. Os descritores utilizados para busca foram: Dislexia, alfabetização inclusão, Intervenções, Tecnologia assistiva, estratégias educacionais e prática docente. Foram selecionados 16 artigos que abordavam sobre o processo de alfabetização de crianças disléxicas. Percebeu-se que a alfabetização de crianças disléxicas não depende somente do processo de alfabetização em si, mas também da própria criança, do professor, da metodologia, dos pais e, sobretudo, das interferências ambientais. A dislexia torna o processo de alfabetização

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ainda mais complexo sendo necessário rever as práticas pedagógicas para que possamos garantir uma educação mais inclusiva e de qualidade para todos.

Palavras-chave: Dislexia. Alfabetização. Aluno. Professor.

RESUMEN

La dislexia es un trastorno del aprendizaje de origen neurológico, caracterizado por la dificultad para decodificar y deletrear palabras. Es uno de los trastornos del aprendizaje que afecta la escritura y la lectura, interfiriendo así en el proceso de lectoescritura. El objetivo de este estudio fue comprender cómo se desarrolla el proceso de lectoescritura en niños con dislexia. Se realizó una revisión bibliográfica en las bases de datos electrónicas Capes, PubMed/Medline, Scielo y BVS, considerando los últimos 15 años. Los descriptores utilizados para la búsqueda fueron: dislexia, lectoescritura, inclusión, intervenciones, tecnología de asistencia, estrategias educativas y práctica docente. Se seleccionaron dieciséis artículos que abordaban el proceso de lectoescritura en niños disléxicos. Se observó que la lectoescritura en niños disléxicos depende no solo del proceso de lectoescritura en sí, sino también del niño, el docente, la metodología, los padres y, sobre todo, de las influencias ambientales. La dislexia complejiza aún más el proceso de lectoescritura, lo que requiere una revisión de las prácticas pedagógicas para garantizar una educación más inclusiva y de alta calidad para todos.

Palabras clave: Dislexia. Lectoescritura. Estudiante. Maestro.



1 INTRODUCTION

It is known that the literacy process, that is, the acquisition of reading and writing, is not simple. On the contrary, it is a complex phase that demands a lot from students and teachers. But the complexity of this process is accentuated when it occurs with dyslexic children, because they, according to the Brazilian Association of Dyslexia (2016), have difficulties in decoding and spelling skills.

Dyslexia is considered a specific learning disorder of neurobiological origin, characterized by difficulty in accurate and/or fluent word recognition, decoding and spelling skills. These difficulties usually result from a deficit in the phonological component of language (ASSOCIAÇÃO BRASILEIRA DE DYSLEXIA, 2016).

Despite being submitted to conventional instruction, adequate intelligence, sociocultural opportunity and not having fundamental cognitive and sensory disorders, the child fails in the process of language acquisition. Dyslexia presents in various forms of difficulties with different forms of language, often including problems with reading, acquisition, and ability to write and spell (MASSI, 2007, p. 44).

The ICD, International Classification of Diseases, recognizes dyslexia under code F 81.0, as a specific reading disorder, which reflects on learning from the early stages of development (ICD-10, 1993). And the Diagnostic and Statistical Manual of Mental Disorders IV (DSM-IV), prepared by the American Psychiatric Association, recognizes dyslexia, under code 315.00, as a reading and writing difficulty specifically related to childhood and adolescence.

In addition, dyslexia is a hereditary disorder, therefore genetic, in which it hinders the learning of reading and writing. Dyslexics exchange letters and sounds and often have difficulty understanding words and texts. Therefore, many parents may have dyslexia and are unaware of it.

Remembering that when we refer to dyslexia we are talking about difficulty and not disability, which Fonseca emphasizes very well:

The concept of difficulty does not encompass any global disturbance of intelligence or personality, intact and intact learning potential, and the children are intact, therefore not disabled. The prefix "DIS" (dyslexia, dysgraphia, dyscalculia) involves the notion of difficulty that may or may not be linked to brain dysfunction. On the contrary, the concept of disability includes problems of varying severity, expressing a functional disorganization. (FONSECA, 1995, p.197).

Another aspect to be remembered is that "children with dyslexia have difficulty in phonological decomposition, but speech comprehension is intact and reading, when present, is slow or syllable (ALVES, 2014, p.17).

Most of the signs of dyslexia appear during the literacy phase. But there are those that start before the school phase, as pointed out by the Brazilian Dyslexia Association: dispersion; poor attention development; delayed speech and language development; difficulty learning rhymes and songs; poor development of motor coordination; difficulty with puzzles; lack of

In the school phase, more specifically in the literacy phase, the ABD (Brazilian Dyslexia Association, 2016) highlights the following signs:

problems recognizing or writing words; inversion of letters; difficulty distinguishing certain sounds between vowels and consonants; limited knowledge of rhyme (equal sounds at the end of words) and alliteration (equal sounds at the beginning of words); inattention and dispersion; difficulty in copying books and blackboards; difficulty in fine motor coordination (letters, drawings, paintings) and/or gross motor coordination (gymnastics, dance). (BRAZILIAN DYSLEXIA ASSOCIATION, 2016)

Other signs also pointed out by the Association are: slowness, general disorganization, constant delays in the delivery of school work and loss of their belongings. Confusion to name between left and right; difficulty in handling maps, dictionaries, telephone directories, etc. Limited vocabulary, struggling with short, immature or long, vague sentences. (BRAZILIAN DYSLEXIA ASSOCIATION, 2016)

Once these signs or most of them are observed, the ABD (Brazilian Association of Dyslexia) indicates that for the diagnosis the child or adolescent should be referred to a multidisciplinary team, with psychopedagogues, speech therapists and/or neurologists, who are the professionals who will make the diagnosis or not of Dyslexia. The earlier the diagnosis, the better the individual's performance in school and social life.

The diagnosis is made through a multidisciplinary evaluation with the professionals mentioned above, which according to the Brazilian Association of Dyslexia (2016), includes consultations, auditory processing and audiometry, auditory training in the cabin and neurological examination.

For Alves (2014), the professionals responsible for the diagnosis cannot ignore the observations of parents and the school. Reports from teachers should be requested and

interviews with family and very close people should be done. The history and reality of this child's life must be considered.

With the diagnosis in hand, the school and the family have important roles in the treatment and development of the dyslexic child, so that the dyslexic has the necessary support and more security. It is essential to consider the positive abilities of the child with dyslexia, so that he will feel capable of performing the proposed activities. The treatment is carried out inside and outside the classroom.

The teacher must have a different look at the specificities of the dyslexic, proposing the child to work in group activities so that he feels included in the class. In addition, differentiated practices and assistive technologies must be used. The rhythm of the child with dyslexia is different and it is up to the teacher to respect and adapt to this (ALVES, 2014). However, it is necessary to modify the practice by making it more inclusive, interesting and motivating.

If the teacher is a literacy teacher, attention and care must be doubled, especially in relation to:

1. Confusion between letters, syllables or words with subtle differences in spelling (a-o, c-o, e-c, f-t, h-n, i-j, v-u, etc.);
2. Confusion between letters, syllables or words with similar spelling, but with different orientation in space (b-d, p-b, b-q, n-u, a-e);
3. Partial or total inversions in the composition of syllables or words (me-em; sol-dos; som-mos; sal-las; pal-pla);
4. Substitution of words for others more or less similar or creation of words, but with different meanings (released-saved; was-stayed);
5. Additions or omissions of sounds, syllables or words (famous-fame; coat-house);
6. Repetitions of syllables, words or phrases;
7. Skipping a line, going back to the previous line, and losing the line when reading;
8. Excessive fixation of the eye on the line;
9. Defective spelling recognizes letters in isolation, but without being able to organize the word as a whole, or else reads the word syllable by syllable, or even reads the text word by word;
10. Comprehension problems;
11. Mirror reading, exceptional cases;
12. Eligibility. (ALVES, 2014, p.13)

In addition, the literacy method that will be used with the dyslexic student is also something to worry about. There are several methods, all of which have their pros and cons, but for dyslexics Muszkat and Rizzutti (2012) highlight:

[...] two literacy methods are especially indicated for individuals with dyslexia: the Multisensory Method and the Phonic Method. While the Multisensory Method is the most suitable for older children, who already have a history of school failure, the phonic method is indicated for younger children and should be introduced at the beginning of Literacy (MUSZKAT; RIZZUTTI, 2012, p. 69).



In the same way that it is not easy for the child, it is not easy for the teacher either. There are numerous concerns of the teacher and it is common for the teacher not to feel prepared, but this insecurity cannot harm the student. It is up to the teacher to fulfill his role and seek knowledge. To help teachers, Alves (2014) brings 15 recommendations and strategies:

1. Treat the student naturally and respect his difficulty, he is a student like any other, he just has dyslexia;
2. Many dyslexics have difficulty understanding symbolic language (more elaborate), requiring the use of objective, clear and direct language. Using sentences, short and simple texts to convey instructions;
3. Provide one instruction at a time. Dyslexics have difficulty remembering more than one order;
4. Prefer to look directly at the student, this facilitates and helps communication;
5. Make sure that the student understood your explanations and whenever necessary repeat it, many times they say that they understood, but by their expression (physiognomy), we realize that there was no understanding, and it is necessary to repeat it as many times as necessary, or in different ways;
6. Observe if the student makes notes on the blackboard before it is erased, help him to get organized;
7. Stimulate the student in what he is more easily in. Trying to find out what his other skills are, contributing to making him feel more confident and capable. Always strengthen his self-esteem, he needs it a lot;
8. Do not put the student in evidence by asking him to read it aloud. Sometimes separately is better;
9. The dyslexic tends to deal better with the parts than with the whole, global and deductive approaches and methods are difficult to understand. Present the knowledge in parts in an inductive way;
 - 9.1 - When carrying out activities/assessments, use letters with a reasonable size and sharp spacing;
 - 9.2 The space of the question and the answer must be on the same clean test sheet, without erasures, without scratches or signs so that they confuse the student;
10. Do a larger number of questions and smaller size, this is more efficient than applying very long questions;
11. Drawings, figures, diagrams, graphs, flowcharts, can eventually replace many words and lead to the same goals;
12. Allow the use of multiplication tables, formulas, calculators, computer and other resources when necessary;
13. Give him the option of taking an oral test or diversified evaluative activities. Use different expressions and languages;
14. Read the questions to him one at a time make sure he understands what is being asked. Respect their rhythm by allowing them, when necessary, to complete it in the next class or elsewhere (orientation room, library, support room);
15. Adapt the correction criteria to the reality of the dyslexic student, what you know he understood. Check orally what he meant by what he wrote. Research the nature of the mistakes made: did you make a mistake because you didn't understand what you

read? Did you make a mistake because you didn't know how to apply the concept you learned, because you understood what you read? Did you apply the concept, but did you develop the reasoning in the wrong way? In short, in what did he go wrong and why did he go wrong? (ALVES, 2014, p.17 and 18)

In view of the numerous dilemmas that the teacher, the family and the dyslexic child encounter, especially during literacy, we seek to understand how the literacy process of the child with dyslexia occurs.

The execution of this study is also justified by the personal needs of the teachers who authored this study, which arose through an intervention work carried out with a child diagnosed with dyslexia, in which his teacher did not know about the diagnosis, thus disregarding the difficulties and limitations of her student. From interventions such as: analysis of the medical report, student pedagogical practices/specific assistive technologies for those with dyslexia, it was possible to understand the difficulties reported by the child and the teacher and thus facilitate the reading and writing process in which the child had immense difficulty. From this, the importance of analyzing the challenges in the literacy of children with dyslexia was perceived in order to support appropriate intervention strategies. Therefore, the objectives of this study were to identify which practices and assistive technologies are most used in the inclusion of dyslexic children in the classroom and to understand the contribution of the family in relation to the literacy process and treatment of dyslexia.

2 MATERIALS AND METHOD

This is a literature review study seeking to understand the literacy process of children with dyslexia, through Scientific Articles that met the intended theme. The articles of interest were selected according to the inclusion criteria: complete works available online that were published in indexed journals that met the proposed theme.

A search was conducted for articles published in the Scielo, Capes, VHL and Pubmed databases. The descriptors used in the search for articles were: "Dyslexia, literacy, inclusion, Interventions, Assistive technology, educational strategies and teaching practice". The date of publication of the articles has been limited in the last 15 years.

The following exclusion criteria were used: articles that referred to dyslexia unrelated to the literacy process, works related to speech therapy and the pathological aspect unrelated to literacy.

3 RESULTS

A dense survey of articles was carried out in the Scielo, Capes, VHL and Pubmed databases. However, in order to delimit the theme proposed here, the following exclusion criteria were used: articles that referred to dyslexia, but were not related to the literacy process, works related to speech therapy and the pathological aspect unrelated to literacy. After this delimitation, we selected 16 articles that will be analyzed in the following table:

Table 1

	Title	Authors	Year	Method and Research Subjects	Result	Conclusion
1	Characterization of the performance of children with developmental dyslexia in writing tasks	Andréa Carla Machado and Simone Aparecida Capellini	2011	Writing tasks with Six children of both sexes, from the 3rd to the 7th school year.	Children with developmental dyslexia showed alterations in relation to the activities: Writing isolated words and Writing dictated words, positioning themselves below the expected for schooling, presenting phonological and spelling.	It is important that children with school complaints make a more specific assessment regarding these tasks.
2	Performance of students with developmental dyslexia in phonological and syllabic tasks	Giseli Donadon Germano, Fábio Henrique Pinheiro, Simone Aparecida Capellini	2009	Sequential Assessment Instrument CONFIAS. Mann-Whitney Test and Signaled Posts Test-Wilcoxon .26 pupils aged eight to 12 years, of 2nd. the 4th. Elementary School Grades	Improved performance of GII in relation to GI regarding phonemic and syllabic tasks. The IG showed a statistically significant difference in the syllabic and phonemic tasks, with better performance in the former. Among the students in GII, there was no great statistical difference between syllabic tasks, only between phonemic tasks.	Schoolchildren with developmental dyslexia have difficulties in identifying rhyme and production of words with the given sound, pointing to a deficit in accessing phonological codes and representations.
3	Changes in the written language of schoolchildren in the literacy phase from the point of view of teachers	Gleide Viviani Maciel Almeida, Lorena de Cássia Kozłowski, Jair Mendes Marques	2017	The Fisher test was used as a statistical instrument. 21 teachers who teach in the literacy cycle (1st to 3rd year) in schools in Cajati/SP	Difference in the proportion of the history of language disorders prior to schooling, being greater in the final school year. The comprehension of the context of the texts with ease, related to the year attended by	Delay in language acquisition can impair the literacy process, which includes pragmatic ability and expressive function.



					the students is higher among the students of the early years and the proportion of students who express their ideas through writing is significantly higher (0.0389) among the students of the period in the afternoon.	
4	Effectiveness of a phonological intervention program in schoolchildren at risk for dyslexia	Cláudia da Silva and Simone Aparecida Capellini	2015	Phonological intervention program. And application of the Protocol for the Assessment of Cognitive Skills-Linguistic – collective and individual version. 40 schoolchildren from the 1st year of elementary school	In the comparison of the pre- and post-test of the performance of GI and GII students, there was a statistical difference for the subtests of reading, writing, phonological awareness, auditory processing and processing speed skills, indicating a higher average performance for GII in the post-test compared to the pre-test.	The phonological intervention program was effective for students at risk for dyslexia, as it enabled the development of phonological awareness through interventional work, helping in the acquisition of the skills necessary for learning to read and write.
5	Dyslexia: Learning difficulties and the role of the school in the understanding and care of students with oral and oral language disorders. Writing	Alaíde Lopes da Silva	2015	Participant observation, field diary and interview with a semi-structured script. The subjects of the research were teachers, parents and a psychopedagogue and dyslexic student.	There is a lack of service with pedagogical actions that fully contemplate the learning of dyslexic in the classroom.	Teachers are aware of the definition of dyslexia and its implications for the acquisition of oral and written language.
6	A Importance of early stimulation in cases at risk for dyslexia: an approach psychopedagogical	Déborah Alcântara to Prósperi Caridá; and Mônica Hoehne Mendes	2012	Literature review	The need for multidisciplinary diagnosis in a scenario with suspected dyslexia is emphasized	The relevance of psychopedagogical evaluation, with a view to the elaboration of emotional and cognitive strategies, so that the social environment and school life are not seen as a threat.
7	Reading of students with development	Giovanna Beatriz Kalva	2019	Reading and executive function tests	The EG performed better than the GCD in reading single words.	Dyslexics' participation in an intervention



	al dyslexia: impacts From an intervention with phonic method associated with stimulation of Executive functions ¹	Medina and Sandra Regina Kirchner Guimarães		and psychopedagogical session with Seven students with dyslexia with an average age of 10.7 years	In reading comprehension, both groups of dyslexics progressed in their performance, but not significantly. The intervention did not affect the EF performance of cognitive flexibility and working memory. The GE improved in verbal fluency spelling and inhibitory control. The performance of the ICG and LCG had no significant change in phonemic awareness, word reading, sentence and text comprehension, and in most FEs.	focusing on the development of phonemic awareness, reading and executive functions was efficient in promoting their performance in reading, notably the reading of Words isolated.
8	I know from fundamental education teachers about dyslexia.	Isabelly Silva do Nascimento, Angélica Galindo Carneiro Rosal and Bianca Arruda Manchester de Queiroga	2018	Semi-structured interview with teachers from the 1st to the 5th year of elementary school.	The content analysis made it possible to identify three thematic categories: 1. Teacher training is not addresses the theme of dyslexia; 2. Feelings and difficulties of the literacy teacher in the face of the challenge of literacy; 3. Living with the lack of knowledge about dyslexia: school management of possible dyslexic children.	The research revealed the lack of knowledge of literacy teachers about the theme of dyslexia, despite having higher education and postgraduate degrees, as well as participating in training offered by the municipal education network.
9	Dyslexia at school: Identification and Possibility of Intervention.	Sônia das Dores Rodrigues and Sylvia Maria Ciasca.	2016	Literature review	The teacher, in his daily practice, is an essential element not only for the identification of dyslexia risk factors, but also for its diagnosis and intervention.	Adequate psychopedagogical intervention in the school context is possible and feasible, as long as there is constant study, continuing education and, above all, involvement and perseverance on the part of the school.



10	Effectiveness of a phonic intervention program for children with reading and writing difficulties.	Elizabete Maria de Almeida Andrade; Tatiana Pontrelli Mecca; Roselain and Pontes de Almeida; Elizeu Coutinho de Macedo.	2014	Phonic intervention. The pre- and post-intervention evaluation was performed with the Reading and Writing Assessment Battery (BALE). Children in the 3rd and 4th grades of Elementary School.	There was a significant improvement in EG in relation to CG2 in BALE, and in phonological awareness and in the intervention stages, CG1 showed significant gains, while CG2 remained stable.	Although the effect of schooling was greater for children without difficulties, children with reading and writing difficulties benefited from the use of the phonic method.
11	Dyslexia and dysgraphia: Difficulty in language.	Elisabeth Caldeira; Dulce Maria Lázaris de Oliveira Cumiotto	2004	Literature review	The various factors that cause the most frequent linguistic disorders in classrooms and responsible for the difficulties in the teaching-learning process need to be monitored and corrected and, for this, some activities were proposed in this work.	Diversifying methodologies and strategies, interspersed with specialized professional monitoring, is, without a doubt, the surest path to success throughout school life for students with the dyslexia and dysgraphia.
12	Dyslexia: attitudes of Inclusion	Maria Angélica Moreira Rocha; Maria Arminda S. Tutti Cabussú; Vitória Galvão Soares; Rita Lucena.	2009	Application of questionnaires to school staff, parents and students. 22 students, eleven males and eleven females, aged 8 to 15 years, including their respective guardians and educators of the schools involved.	Students feel excluded, with low self-esteem. The parents maintain a good relationship with the educators, are satisfied with the school's work, but are unaware of the strategies used to facilitate their child's learning. Educators, on the other hand, point out as difficulties, to do a good job, the lack of knowledge about learning disorders and the lack of a pedagogical project that meets diversity.	Inclusive education is a project to be built by everyone, family and population in general, and will only be successful when attitudes towards school inclusion are positive. Among the difficulties For this work, there is the lack of knowledge about the difficulties and the lack of a pedagogical project that meets the diversity.
13		Vitor da Fonseca.	2009	Literature Review	The difficulty in learning to read is	A cognitive approach to



	Dyslexia, cognition and learning in: a neuropsychological approach to learning difficulties in reading.				presented as a dysontogenesis of the continuous process of language development, encompassing the duplication of the functions of spoken language (1st symbolic system) in written language (2nd system symbolic).	learning to read and write is therefore a new challenge for education and training systems.
14	Knowing the dyslexia and the importance of the interdisciplinary team in the diagnostic process.	Sther Soares Lopes da Silva.	2009	Literature review	Describe dyslexia and its manifestations for the correct treatment, thus minimizing the emotional and behavioral impacts on the child.	It verified the need for more research on the subject and that professionals in both education and health understand that the diagnostic and intervention process are carried out by an interdisciplinary team
15	Tool developments Pedagogical Guidelines for the identification of schoolchildren at risk for dyslexia.	Olga Valéria Campana of the Anjos Andrade; Paulo Sérgio Teixeira do Prado; Simone Aparecida Capellini	2011	FAE Tasks (Alternative Tools for educator) with 45 schoolchildren, of both genders, with a mean age of 7 years and 4 months.	The protocol has proven its effectiveness by confirming that the conscience phonological memory, verbal working memory, and rapid naming are the main risk factors for dyslexia.	It is possible to develop activities pedagogical adapted to the reality of the classroom that work as tools for identifying students at risk for dyslexia.
16	Test for Identification of Signs of Dyslexia: construction process	Rauni Jandé Roama Alves; Ricardo Franco de Lima; Cintia Alves Salgado Azoni; Mariana Coelho Carvalho	2015	Test for Identification of Signs of Dyslexia with Children in the age group between 8 and 11 years.	The test can be classified as a brief neuropsychological instrument, since it provides screening of the most commonly assessed cognitive-linguistic abilities in individuals at risk for this specific learning disorder.	Future studies are needed in order to verify evidence of the validity and reliability of the instrument.



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Source: by the authors.

When conducting the literature review, it was noticed that half of the studies were carried out with children and adolescents aged 6 to 15 years as the subjects of the research; Only three articles had teachers as subjects, and in one of these the teacher was not the exclusive subject, he was the subject together with the child and his parents. Only two articles presented the parents of dyslexic children as the subject of the research and six articles were of the bibliographic review type. Therefore, it was found that there is a lack of research on dyslexia and teaching practice.

The literature review also showed that the literacy of dyslexic children does not depend only on the literacy process itself, but also on the child himself, the teacher, the methodology, the parents and, above all, on environmental interferences. Literacy is more complex and will depend on everyone involved.

4 DISCUSSION

According to Almeida; Kozlowski, and Marques (2015) can be considered that in the literacy process a delay in language acquisition can harm the literacy process, which includes pragmatic ability and expressive function Andrade, Mecca, Almeida and Macedo (2014) who observed that children with reading and writing difficulties benefited from the use of the phonic method.

In the study by Rocha, Cabussú, Soares and Lucena (2013) it was pointed out that there are methodological flaws in the literacy of children with dyslexia, as a pedagogical project that meets diversity. Just as Caldeira and Cumiotto (2004) pointed out that it is necessary to diversify methodologies and strategies, interspersed with specialized professional monitoring, Andrade, Prado and Capellini (2011) emphasize the importance of developing collective pedagogical activities adapted to the reality of the classroom that function as tools for identifying CS

Regarding teachers, the studies by Nascimento, Rosal and Queiroga (2018) detected the lack of knowledge of literacy teachers on the subject of dyslexia, despite having higher education and postgraduate degrees, as well as participating in training offered by teachers. Silva (2015) pointed out that teachers are aware of the definition of dyslexia and its

implications in the acquisition of oral and written language, but there is a lack of service with pedagogical actions that fully contemplate the learning of dyslexic in the classroom.

Regarding the diagnosis of Dyslexia, Caridá and Mendes (2012) highlight that "the need for multidisciplinary diagnosis in a scenario with suspected dyslexia is emphasized" For Rodrigues and Ciasca (2016) "the teacher, in his daily practice, is an essential element not only for the identification of dyslexia risk factors, but also for its diagnosis and intervention. But Silva (2009) emphasizes that it is necessary that "professionals, both in education and in the health area, understand that the diagnostic and intervention process is carried out by an interdisciplinary team."

For Machado and Capellini (2011) it is important that children with school complaints make a more specific assessment. For Germano, Pinheiro, Capellini (2009) children "have difficulties in identifying rhyme and producing words with the given sound, pointing to a deficit in accessing phonological codes and representations".

We had little perspective regarding the parents, as only the study by Rocha, Cabussú, Soares and Lucena (2009) pointed out that they "are satisfied with the school's work, but are unaware of the strategies used to facilitate their child's learning".

When addressing dyslexia, we consequently speak of interventions and resources. In this sense, Silva and Capellini (2015) consider that "the phonological intervention program was effective for students at risk for dyslexia, as it enabled the development of phonological awareness through intervention work, helping in the acquisition of the skills necessary for learning to read and write"

Medina and Guimarães (2019) highlight that "An intervention focusing on the development of phonemic awareness, reading, and executive functions was efficient in promoting their performance in reading, notably the reading of isolated words".

In addition, Rodrigues and Ciasca (2016) consider that adequate psychopedagogical intervention in the school context is possible and feasible, as long as there is constant study, continuing education and, above all, involvement and perseverance on the part of the school. According to Caridá and Mendes (2012), psychopedagogical evaluation, for the elaboration of emotional and cognitive strategies, so that the social environment and school life are not seen as a threat should also be considered.

We must emphasize what Fonseca (2009) says: "A cognitive approach to learning to read and write is, therefore, a new challenge to education and training systems".

Rocha, Cabussú and Lucena (2009) emphasize that inclusive education is a project to be built by everyone, family, student, school and population in general, and will only be successful when attitudes towards school inclusion are positive. For this, Alves, Lima, Azoni, Carvalho and Ciasca (2015) point out that more research on the subject is needed.

5 FINAL CONSIDERATIONS

The lack of knowledge and experience with effective classroom practices in the literacy process in children with dyslexia is the biggest challenge. The professionals feel unprepared and without support from the school to deal with these students.

It is suggested that during the training of education professionals this subject be the subject of further studies and discussions, deepening the context of these practices, whether phonological or methodological, in order to ensure a better training of the professionals who enable the school performance of these children, especially in the literacy phase.

It was noted how essential the partnership between school and family is in the literacy process, because through constant support the child will feel capable and safe to overcome their difficulties, thus avoiding the feeling of rejection and school failure.

Inclusion takes place in a precarious and disorganized way and for this reason it is necessary to review pedagogical practices so that we can guarantee quality education for all, as each individual is unique and must be respected in their differences.

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