

THE CONCEPT OF DYSLEXIA IN DIALOGUE WITH MANAGERS, TEACHERS,
FAMILY AND STUDENTS OF BASIC EDUCATION

*O CONCEITO DE DISLEXIA EM DIÁLOGO COM GESTORES, PROFESSORES,
FAMILIARES E ESTUDANTES DA EDUCAÇÃO BÁSICA*

*EL CONCEPTO DE DISLEXIA EN DIÁLOGO CON DIRECTIVOS, PROFESORES,
FAMILIARES Y ESTUDIANTES DE EDUCACIÓN BÁSICA*



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ABSTRACT: This article, with a qualitative approach, is the result of a research that seeks to understand how managers, Portuguese teachers, families and the students themselves understand the concept of Dyslexia. The theoretical-methodological contribution is inscribed in the enunciative-discursive perspective, which underlies the analysis of the collected records, involving 15 subjects (students, family members, Portuguese language teachers and managers of two public schools). The results showed that the subjects are unaware or know little about dyslexia, understanding it from a biological/organicist perspective, distancing it from a sociocultural view. In addition, they are also unaware of inclusion policies and laws. Based on this research, it is considered that there is a need for interdisciplinary training that involves both managers, educators and health professionals so that it is possible to take a look at pedagogical practices aimed at teaching and learning processes in an integrated way, considering the constitutive singularity of the apprentices.

KEYWORDS: Dyslexia. Inclusion. Teacher training. Basic education.

RESUMO: Este artigo, de abordagem qualitativa, é resultado de uma pesquisa que busca compreender de que forma gestores, professores de Língua Portuguesa, família e os próprios escolares compreendem o conceito de Dislexia. O aporte teórico-metodológico inscreve-se na perspectiva enunciativa-discursiva, a qual fundamenta as análises dos registros coletados, envolvendo 15 sujeitos (estudantes, familiares, professoras de Língua Portuguesa e gestoras de duas escolas da rede pública). Os resultados apontaram para sujeitos que desconhecem ou pouco sabem o que é a Dislexia, compreendendo-a a partir de uma perspectiva biológica/organicista e distanciando-se de uma visão sociocultural. Além disso, também desconhecem sobre as políticas e leis de inclusão. Considera-se, a partir desta pesquisa, que há necessidade de formação interdisciplinar que envolva tanto gestores, educadores e profissionais da saúde para que se possa lançar um olhar para práticas pedagógicas voltadas para processos de ensino e aprendizagem de forma integrada, considerando a singularidade constitutiva dos aprendizes.

PALAVRAS-CHAVE: Dislexia. Inclusão. Formação docente. Educação básica.

RESUMEN: Este artículo, con enfoque cualitativo, es el resultado de una investigación que busca comprender cómo los gerentes, los profesores portugueses, las familias y los propios estudiantes entienden el concepto de dislexia. La contribución teórico-metodológica se inscribe en la perspectiva enunciativa-discursiva, que subyace en el análisis de los registros recopilados, involucrando a 15 sujetos (estudiantes, familiares, profesores de lengua portuguesa y administradores de dos escuelas públicas). Los resultados mostraron que los sujetos desconocen o saben poco sobre la dislexia, entendiéndola desde una perspectiva biológica/organicista, alejándola de una mirada sociocultural. Además, también desconocen las políticas y leyes de inclusión. Con base en esta investigación, se considera que existe la necesidad de una formación interdisciplinaria que involucre tanto a los gestores, educadores y profesionales de la salud para que sea posible dar una mirada a las prácticas pedagógicas dirigidas a los procesos de enseñanza y aprendizaje de forma integrada, considerando la singularidad constitutiva de los aprendices.

PALABRAS CLAVE: Dislexia. Inclusión. Formación de profesores. Educación básica.

Introduction

Dyslexia has been discussed for a long time in fields of knowledge such as Medicine, Speech Therapy, Linguistics and Education. It can be said that, currently, there is a certain polarization regarding its diagnosis: one based on an organicist bias and the other on a social perspective.

From an organicist perspective,

Developmental dyslexia is considered a specific learning disorder of neurobiological origin, characterized by difficulty in accurate and/or fluent word recognition, decoding ability and spelling. These difficulties usually result from a deficit in the phonological component of language and are unexpected in relation to age and other cognitive abilities (ASSOCIAÇÃO BRASILEIRA DE DYSLEXIA, 2020, our translation)³.

In the latest version of the DSM-V (Diagnostic and Statistical Manual of Mental Disorders) (AMERICAN PSYCHISTRIC ASSOCIATION, 2014), unlike previous manuals, it is described that this diagnosis can only be given when learning difficulties have persisted for at least six months, despite the provision of interventions aimed at these difficulties. It is also considered that the document is not clear in relation to the type of care, and that this information has not been considered in many clinical diagnoses performed by physicians, psychopedagogues and speech therapists. Eliassen (2018, p. 54, our translation), in his work, criticizes this:

Who established this time? Based on what criteria? How does this intervention take place? By which professionals? How many hours a week? From what is it established that 6 months are enough to overcome symptoms that were constructed from different stories and realities? This is the idea that the manual intends to highlight in its discourse all the time, that people are homogeneous subjects, as well as their symptoms and pathologies.

The document also adds that learning difficulties cannot be explained by intellectual disabilities, uncorrected visual or hearing acuity, other mental or neurological disorders, psychosocial adversity, lack of proficiency in the language of academic instruction or inadequate educational instruction (AMERICAN PSYCHISTRIC ASSOCIATION, 2014). In other words, it is a diagnosis of exclusion. The terminology used also changes, as three disorders that were separated in the DSM-IV (Dyslexia, Dysgraphia and Dyscalculia) (AMERICAN

³ Definition adopted by the *International dyslexia Association* (IDA), in 2002 and available on the Brazilian Association of Dyslexia website at: <http://www.dislexia.org/>. Accessed on: 03 Sept. 2022.

PSYCHISTRIC ASSOCIATION, 2002) have now been brought together in a single category: Specific Learning Disorder (with emphasis on reading and/or or in writing and/or mathematics).

Moving away from a biological view, there are authors who question the diagnosis of Dyslexia from a socio-historical point of view. The authors argue that this has been given without considering the unique and constitutive issues of the learner in/by and with the learning processes (ELIASSEN, 2018; ELIASSEN; DONIDA; SANTANA, 2021; MASSI, 2007; MASSI; SANTANA, 2011, MOYSÉS; COLLARES, 2011; MOYSÉS; COLLARES, 2013; POTTMEIER, 2021; SIGNOR, 2015). In these cases, little has been considered about the school, the social practices of the subjects and the cultural transmission of writing, as well as data from Brazilian documents that highlight the low level of literacy in Brazil (INAF, 2018; INEP, 2018).

According to the Functional Literacy Indicator (INAF, 2018) there was a reduction in illiteracy in Brazil, with 8% of illiterates. However, we emphasize that only 12% of Brazilians aged between 15 and 64 years have a proficient level of literacy. Nascimento, Hernandes and Santos (2015) indicate a survey in the five Brazilian regions, in which children up to the age of eight were not yet literate, with the North and Northeast presenting the highest percentages, 27.3% and 25.4% respectively, followed by 9% in the Midwest region, 7.8% in the Southeast and 6.6% in the South. After the Covid-19 pandemic, considering the impact of remote classes and difficulties in accessing technology, this situation it gets even more aggravating.

For this work, we will not dwell on the diagnosis of Dyslexia itself, but on its impact on the school environment for teachers, administrators, family members and students, taking mainly into account the concept of Dyslexia for these social actors.

We start from the following assumptions for this study based on the enunciative-discursive perspective anchored in Bakhtin and his Circle (GERALDI, 2013[1991]); as well as in new literacies studies (BARTON; HAMILTON, 1998; ROJO, 2012, 2013; ROJO; BARBOSA, 2015; ROJO; MOURA, 2019; STREET, 2003, 2014) and; in reflections on Inclusive Education (BRASIL, 2008, BEYER, 2013; MANTOAN, 2003).

It is considered that, from this social, cultural and enunciative-discursive perspective (BAKHTIN, 2011[1979]), the learner “builds his subjectivity based on his social interactions” (MASSI; SANTANA, 2011, p. 409, our translation) with the other (teacher, learners), I understand errors as inherent to the processes of written language when a specific look is taken at the literacy practices already experienced, experienced, carried out by the learner before and during their formative journey in the school sphere.

In this sense, we understand written language from a social and cultural perspective that understands the learner in his uniqueness and, therefore, considers and values his *projects* and *strategies of saying* (GERALDI, 2013[1991]) in the learning processes, as well as in other social spheres of human activity (family, media, religious, among others) in which it makes use of written, spoken, signed (multisemiotic) language (ROJO, 2012, 2013; ROJO; BARBOSA, 2015; ROJO; MOURA, 2019). Agreeing with Massi and Santana (2011), it is necessary to deconstruct the concept of Dyslexia, moving away from the pathological conception of language, which concerns the biological aspects that constitute the subject that labels, classifies and excludes the learner in the teaching and learning processes by considering the deviations and mistakes that he/she makes when reading and writing during his/her formative path. According to the authors, it is necessary to value and respect this subject of school age who presents difficulties, mistakes during his learning process, which result from “their social and cultural differences, their literacy practices and the meaning that writing has for them [a]” (MASSI; SANTANA, 2011, p. 409, our translation).

Corroborating this discussion, Coudry (1987, p. 153-154, emphasis added, our translation), when he states that:

Facts like these have been considered symptoms of language pathology (specific evolutionary dyslexia, for example). In fact, these phenomena... **errors from the school's point of view, reveal epilinguistic operations that occur at times when the child is operating with language as an object of knowledge.**

On the other hand, it is at these moments, according to Coudry (1987), that language is opaque, hidden, non-transparent and, therefore, it is not possible to understand it from the error. This, because in the dialogical perspective, the learner is in the process of reflection, analysis and use of language in that context, that of the classroom. Thus, we agree that such *epilinguistic operations* (GERALDI, 2013[1991]) need to be considered as constituting the uniqueness of the student, beyond the error, but as an integral part of the mediation of knowledge and language that he performs in other social spheres and the brings to the school sphere.

This aspect implies taking a look at the pedagogical practices of the Portuguese Language teacher (GERALDI, 2013[1991]) also from his axiological horizon, his constitution as a Portuguese Language teacher before such a heterogeneous public that has reached the schools in the last decades. According to Pottmeier (2021, p. 77, our translation), based on Mello and Cardoso (2017), “[to] fully exercise his function or in the case of inclusive education,

it is necessary for this professional to have clarity and mastery of what he teaches and the strategies he uses, that is, how he teaches such a heterogeneous public of students”.

For this to be effective on the school floor, in the classroom, the teacher needs to be prepared, and from there, we raise an important point, which is the initial training of this professional and the continuity of this training. Regarding initial training, authors such as Imbernón (2011, p. 43, our translation) have pointed out that “the type of initial training that teachers usually receive does not offer sufficient preparation to apply a new methodology, nor to apply methods theoretically developed in classroom practice”, or as Mantoan (2003) underlines, to come to deconstruct, to break with the curricular paradigms that are not very flexible and exclusive.

In this sense, we understand the act of teaching and learning as a responsible act (BAKHTIN/VOLÓSHINOV, 2017[1929]), that is, it demands from the one who teaches and from the one who learns a position for the place he occupies, from where he enunciates (teacher, apprentice). We therefore understand, according to Freire (2019[1996], p. 100, our translation), that: “[...] I cannot be a teacher if I do not increasingly understand that, because I cannot be neutral, my practice demands from me a definition. A position taken. Decision. Break. It requires me to choose between this and that”, therefore, it requires pedagogical actions that include learners in the learning processes, whether they are with or without dyslexia or constituted by any other singularity.

In such a way that, for this, it is necessary to take a look at literacy practices (BARTON; HAMILTON, 1998; ROJO, 2012, 2013; ROJO; BARBOSA, 2015; ROJO; MOURA, 2019; STREET, 2003, 2014) that students diagnosed with Dyslexia perform at school and in other interaction contexts (family, media, religion, among others). This, according to Rodrigues and Cerutti- Rizzati (2011, p. 171, our translation), is because the “role of the school is not to train experts in one discursive genre or another”, but to promote, instigate and engage the learner in processes of learning constituted by significant practices of real uses of language, both in the school sphere and in other social spheres of human activity.

Just as it also assumes the social function of re-signifying such “consolidated writing practices, implementing such practices in order to favor the hybridization between local and global literacy practices [...]” (RODRIGUES; CERUTTI-RIZZATI, 2011, p 171, our translation). These practices undertaken by the Portuguese Language teacher make it possible for this learner to develop socially in the relationship with the other (teacher, students) and increasingly expand his linguistic repertoire in different contexts of use.

Which ends up leading to pedagogical actions aimed at Inclusive Education (BRASIL, 2008, BEYER, 2013; MANTOAN, 2003). Inclusive Education is understood in this context as one that welcomes learners with and without a diagnosis of Dyslexia, with and without disabilities, without any type of judgment, discrimination, whether due to physical, intellectual, social, ethnic, racial, emotional, linguistic aspects between others that are present in the learning processes (BRASIL, 2008).

For Pottmeier (2021, p. 24, our translation), inclusion from a perspective of social, cultural and, therefore, human education, seeks to

guarantee and ensure conditions of access and permanence for all students to learn in and through interaction with each other [...] in different learning situations, understanding in these processes what the student has already learned and what can still be expanded in and through the school.

The author points out, however, that inclusive education “is a challenge”, whether for the social, political, historical, geographic, linguistic and ideological dimension marked by the act of “welcoming everyone” and, in this way, a look is cast at for a “heterogeneity of subjects who constituted and are constituted from different realities and life experiences” in the school sphere, in the relationship with the other (POTTMEIER, 2021, p. 25, our translation).

Thus, this text, which emerges from research (*stricto sensu*) carried out in Basic Education, presents its interface between education and health and conceives language as a constitutive activity of subjects and learning processes that envision different ways and times of learning in/ by and with the interaction between its social actors (teachers, learners). It should also be added that the chronotope in which this diagnosis appears is recognized: in a school space that, most of the time, excludes students in the so-called *Era of Disorders* (MOYSÉS; COLLARES, 2013), because they are constituted from of a uniqueness different from that which is accepted as “normal”, “ideal” in learning processes and in the use of written language.

Based on these considerations, the present study, with an applied qualitative approach, aims to understand how managers, Portuguese language teachers, families and the students themselves understand the concept of Dyslexia.

Methodological Anchors

This research is part of an applied qualitative approach. This is a case study that uses as a data collection instrument, interviews based on a guiding script with four students, five family members of these students, four Portuguese language teachers and two managers belonging to state public schools, located in the Itajaí Valley/SC.

According to Minayo (2010, p. 164, our translation), the case study “[resembles] the focus on an experiment that one seeks to understand through interviews, observations, use of databases and documents” at a given time and space (chronotope) and, in the case of this investigation, mediated by texts materialized from the participants' statements about Dyslexia. It assumes, therefore, a perspective and analysis of the statements from an axiological horizon (BAKHTIN, 2011[1979]), therefore, which is not neutral, it is historical, social and ideological, as well as the subjects and the language that constitutes them.

The four students, called by fictitious names (as well as the other participants in this research) Ricardo, Marcelo, Felipe and Aline, are between 12 and 17 years old. Two of them are in the first year of high school (Ricardo and Marcelo), one is in the ninth year (Felipe) and one is in the sixth year (Aline) of elementary school in two public schools in the state public education network of Santa Catarina, named as School A and School B. All students are diagnosed with Dyslexia, with Aline having ADHD and Ricardo having ADHD and Dyscalculia. Subjects usually read on digital media: car games, Batman, series subtitled in Portuguese, messages on *WhatsApp*, *Instagram*, *Facebook*, videos on *YouTube*, on printed media: books, the Bible. They read at home, in their bedroom, at church with youth groups, in the classroom, at school. They read alone or collectively with the family.

The families of these students, here in this research, represented mostly by mothers Sabrina, Cláudia, Mariana, Maria and father João, are between 41 and 53 years old, with incomplete Elementary School, two of which studied up to the fourth year (Mariana, Maria and João), one studied until the ninth grade without completing it (Sabrina) and one only writes her name (Cláudia). Three mothers (Cláudia, Mariana and Maria) work as day laborers, João as a mason, and Sabrina, in addition to being retired, works as a clerk in the secretariat of a church in the neighborhood where she lives and where School A is located.

The four teachers, here called Roberta, Júlia, Solange and Rosana, are between 31 and 60 years old, with three of them working in Education longer, between 20 and 30 years (Roberta, Júlia and Solange) and one of them, just 4 years (Rosana). All are graduates in

Languages with a qualification in Portuguese and have a specialization in the area of School Management and Interdisciplinarity.

Regarding the managers who work at Schools A and B, Carol is 43 years old, has a degree in Languages and is a specialist in School Management, and has worked in Education for 25 years. Carolina is 46 years old, has a degree in Pedagogy and is a specialist in Literacy. He has been working in Education for 27 years.

Data collection took place between September and November 2019. Each interview lasted an average of 30 minutes. The data were later recorded and transcribed, and analyzed from the enunciative-discursive perspective based on Bakhtin and his Circle. It is noteworthy that all participants in this study signed the Free and Informed Assent Term (for minors) and the Informed Consent Term approved by the Ethics Committee of the University of the Federal University of Santa Catarina - CEPESH, under a process no. 09003219.9.0000.0121.

Data analysis and discussion

In this section, we present a selection of excerpts collected and analyzed from the enunciative-discursive perspective of Bakhtin and his Circle, highlighting the concept of Dyslexia for students, their families, Portuguese language teachers and administrators. Such utterances emerge from social actors (learners, their families, teachers and administrators) socially, historically and ideologically constituted in/by verbal interactions with each other in a given time and space (chronotope), in this case, enrolled in two public schools located in Santa Catarina in the municipality of Vale do Itajaí/SC. In such a way, it implies to affirm that such historical-cultural aspects that constitute these utterances are crossed by different social voices that reverberate from this place, that is, from the evaluative horizon analyzed here.

Ricardo is 15 years old, lives with his adoptive mother Sabrina and his sister who is a teacher. According to the mother, the teenager had difficulties to develop physically “*he was skinny, and not growing...*”. In addition, it is from the third year of Elementary School onwards that she realizes that her son had difficulties keeping up with school activities, “*he doesn't keep up [was] mentally*”. In 2016, aged 12, when attending the seventh year of Elementary School, due to his reading difficulties and for not being able to keep up with the class, as informed by the school to Sabrina, Ricardo was diagnosed by the neuropediatrician with Dyslexia, Dyscalculia and Disorder Attention Deficit Hyperactivity Disorder (ADHD) and had been prescribed Ritalin (10mg).

Marcelo is 17 years old, lives with his parents and three brothers. Study in the first year of high school. When he was 14 years old and attending the eighth grade of Elementary School in 2016, he was diagnosed with Dyslexia by a psychopedagogue because he had reading difficulties, as pointed out by the school. According to the mother, Cláudia, her son had the same problems as her when he was at school and did not learn to read and write “*he was three years late [...] because I didn't learn either*”. Today she only knows how to write her name.

Felipe is 15 years old, lives with his parents and two brothers. He studies in the ninth of Elementary School. He was diagnosed with Dyslexia in 2013 by a psychopedagogue, when he was 9 years old and attended the fourth year of Elementary School. The family was called by the school to report that the teenager had reading difficulties.

It should be noted that Ricardo, Marcelo and Felipe are students at School A. Aline, the only student at School B, is 12 years old and lives with her parents. He attends the sixth year of Elementary School and three times a week he attends the State Program for New Learning Opportunities (PENOA)⁴. The teenager was diagnosed with Reading Disorder and ADHD at age 9, when she was in fourth grade. She uses Ritalin (10mg). The school called the parents to inform them that Aline could not keep up with the class and had reading difficulties. According to her mother, Maria, about the use of medication that Aline takes: “*She takes it [once a day] only in the morning and only when she has classes, because she doesn't need to take it even on the weekend. It's just for her to stay [concentrated].*”

Such utterances are understood beyond what is said and not said by others and that, in/through and with dialogue, mark and cross these voices regarding the aspects involving Dyslexia and what this learning disorder represents or does not represent in life of the apprentices participating in this investigation.

In this sense, we asked the participating subjects: *Do you know what Dyslexia is?*

For students:

“I don't think so. I just realized it”. “There was [letter change] the S, cecidilha, those things. So, if it's Dyslexia, then I can understand that. It's just that I didn't know what it was like” [Ricardo, 15 years old, diagnosed with Dyslexia, Dyscalculia, Attention Deficit Hyperactivity Disorder, first-year high school student at School A].

“When I was a child, I didn't even care about it, I just knew that I couldn't read”. [A doctor told him about his diagnosis, and he says]: “a mental retardation, a mental retardation and difficulty in writing and reading”

⁴ For more information on Santa Catarina (2019), available at: <https://www.sed.sc.gov.br/programas-e-projetos/16987-programa-estadual-novas-opportunidades-de-aprendizagem-penoe> . Accessed on: 07 Sep. 2022.

[Marcelo, 17 years old, diagnosed with Dyslexia, student in the first year of High School at School A].

“I never heard of it”. “I don't know” [Felipe, 15 years old, diagnosed with Dyslexia, student in the ninth grade at School A].

“No” [Aline, 12 years old, diagnosed with Reading Disorder and Attention Deficit Hyperactivity Disorder, sixth year of elementary school at School B].

Adolescents do not know or have never heard about Dyslexia, in the case of Ricardo, Marcelo and Felipe, and Reading Disorder, in the case of Aline. Ricardo doesn't know how to define it, but he manages to perceive his “symptoms” in his day-to-day life, because his difficulties are clear to him (change of letters like the S, the cedilha). It is interesting to note that, for most Brazilians with low literacy levels who change “s” to “ç”, this is not a symptom of Dyslexia, but difficulties with the spelling of the Portuguese language; for Ricardo, however, it is a symptom of a disorder, or a symptom of what he manages to identify as failure and distancing from the other colleagues in the room.

Marcelo, who repeated twice, *“In the third grade [3rd year], I failed because I didn't know how to read”* and in the 8th grade *“I failed in mathematics and I think Portuguese too”*, in the same vein as Ricardo, has no clarity of what Dyslexia can be, it can be the *“exchange of letters”* or *“a mental retardation”*. At that moment, it is seen that it reverberates in the medical discourse or even the mother's discourse: as she already had difficulties learning to read and write at school, Marcelo would have inherited this “disease” (GIROTO; ARAUJO; VITTA, 2019). In other words, the teenager has reading difficulties that constitute his uniqueness when he says, at another point in the interview: *“I read slowly, sometimes I confuse words, but I can read”*.

Felipe has never heard of Dyslexia. In this case, the family sought a diagnosis, since the symptoms he presented in relation to reading, it seems, are far from having implications for Felipe's life. The teenager who was referred to as someone who “does not read” at school reads the Bible alone, with his family, in a youth group and even on digital media.

Aline also does not know or has never heard what Dyslexia is. She only answers “no”, when questioned about what Dyslexia is by the researcher. However, Aline is one of the only members of this group who attends, after school hours, the State Program for New Learning Opportunities (PENOA), aimed at students with learning difficulties in Portuguese and Mathematics. She was referred to a neuropsychiatrist and was diagnosed with Reading Disorder and ADHD. The interesting thing is that neither she knows nor her parents and teachers, as we will see later.

What can be inferred from such reports is that “medical terminologies” have not considered other contexts in which these subjects carry out their readings, outside the school sphere. Subjects who perform readings in different social spheres making use of “[...] new [digital] devices, technologies and tools” (ROJO, 2012, p. 26, our additions, our translation). Historically located readers who interact with new digital discursive genres: “*chats, pages, twits, posts, ezines, epulps, fanclips*”, among others (ROJO, 2013, p. 20, emphasis added, our translation).

These are diagnoses that aim to justify the unsatisfactory school performance or “school failure” of these students. A nebulous diagnosis that points to a “*mental delay*”, “*a difficulty in reading and writing*” and that comes to reinforce the learning difficulties of these four subjects, in the school sphere. These difficulties are validated by the medical discourse based on centripetal forces (BAKHTIN/VOLÓCHINOV, 2017[1929]) inscribed in statements that naturalize difficulties in reading due to “errors committed” in the learning processes and reinforce Ricardo’s “incapable” discourse, Marcelo, Felipe and Aline. Thus, “children who have learning problems and school maladjustment are diagnosed and treated” (PATTO, 2015, p. 68, our translation).

Let’s see below what the students’ families say about Dyslexia:

“It’s a letter error, isn’t it? [...] I just saw that he wrote it wrong. He ‘ate’ letters himself”. According to her, the doctor informed her that “it can still change, it can change with age... it comes because he reads, he reads, he goes looking for things himself... she [the doctor] said that this helps a lot” [Sabrina, mother of Ricardo, 53 years old, incomplete Elementary School, pensioner].

“Oh, I think it’s a delay that we have, isn’t it?”. “So... you go read somewhere, you can’t read what’s written, you want to do... you want to read something, but you can’t. Those things” [Cláudia, Marcelo’s mother, 41 years old, illiterate, day laborer].

“No, never. They said it was attention deficit, that they couldn’t pay attention.”. “For me... I just know he’s got it. So much so that the neurologist told me it was attention deficit, that he didn’t pay attention, that he couldn’t focus” [Mariana, Felipe’s mother, 45 years old, incomplete Elementary School, day laborer].

“Who noticed this was my boss”. “He and I [studied] together and he was harder [to] read all his life. That’s why I say that, sometimes, the girl already, right, already pulls it too, right [she looks like her father]?”. “She confuses the F with the V, the M with the N”. “I still don’t really know what it is like... what is it?” [Maria, mother of Aline, 48 years old, incomplete Elementary School, day laborer].

In the same direction as adolescents, mothers do not understand what their child's diagnosis is. For them, it may be an attention deficit, because the child does not pay attention in class, reads slowly, cannot read, confuses the letters, reads slowly. That is, the diagnosis of Ricardo, Marcelo, Felipe and Aline was not explained to these families. An opaque, complex, confusing concept that raises many doubts, reverberating the different ways of interpreting reality, which go beyond the walls of the school towards the clinic and refract its truths into the lives of all those involved. These discourses contribute to the lack of knowledge of these families and their children, since many health professionals have not yet considered the dialogue of subjects, such as social interaction with others and their different reading practices in the most varied spheres of human activity.

In the context of comorbidities between Dyslexia and ADHD, there is still a search for the legitimation of disorders considered only under their biological bias. However, attention is a cognitive and socially constructed process (VIGOTSKY; COLE, 2007). In this sense, ADHD must also consider not only its biological bias, but also its social one (SANTANA; SIGNOR, 2016; SIGNOR; SANTANA, 2020). This implies considering that our social practices build our attentional process. Depending on the social context, we pay more attention to one thing than another, we perceive reality in one way or another, we use a certain reading support or another. Our subjectivity is also involved in these choices: what holds our attention and what doesn't matter to us.

In the school context, the students' Portuguese teachers point out in their speeches that:

"Now, the definition [of Dyslexia]... I understand their difficulty and I try to help, but if I say to you [to the researcher] that I have a definition, no" [Roberta, Portuguese teacher at Ricardo e Marcelo, 60 years old, graduated in Literature and specialist in Management and Interdisciplinarity, has been working in Basic Education for 30 years].

"[...] in this case, the student who understands, he knows how to read, but he can't... let's see if that's it... he can copy, but maybe he doesn't understand what he writes, what he... or he distorts his understanding there, because copying he copies everything correctly [referring to Felipe]..." [Júlia, Felipe's Portuguese teacher, 58 years old, graduated in Languages and specialist in Management and Interdisciplinarity and Media in Education, has been operating in Basic Education for 24 years].

"I didn't even have access to the report [of Aline]. [...] Look, I had never heard... you told me [referring to the researcher] that she had it, that I didn't even know. [...] what I understand is like this... that there is an exchange of letters, right, that there is an exchange even in the hearing issue, which then ends up listening. There is an exchange of phonemes" [Solange, Portuguese language teacher for Aline, 45 years old, graduated in Languages and

specialist in Portuguese Language and School Management, has been working in Basic Education for 20 years].

“Dyslexia yes, but not reading disorder. I even thought it was the same thing [as Dyslexia]”. “I know they have, they exchange a few letters there. They cannot develop the activity. They can't write what they're thinking, right? In the reading part there too, but specifically like that, I can't say” [Rosana, Portuguese teacher of Aline in the State Program Novas Oportunidade de Aprendizagem – PENOA, 31 years old, graduated in Languages and specialist in School Coordination, Supervision and Guidance, has been working in Basic Education for 4 years].

The teachers, in the same way as the students' families and students, when they make an effort to explain what Dyslexia is, are based on a pathological/biological/organicist perspective, since they either do not know or focus the difficulty on " letter exchange. Reading is even in the background at this moment and writing predominates in an unclear and confused speech. That is, they refract medicalizing and medicalizing discourses, seeking to support a concept of Dyslexia as a “disease” to be “treated” by the school. Massi (2007, p. 101, emphasis added, our additions), draws our attention to the fact that the “disease” “seems so well-accepted and ingrained that “errors” – transitory or typical of those who use and manipulate language – [which] are taken as symptoms of a deficit”.

In another direction, as discussed by Pottmeier (2021, p. 157, our translation), Dyslexia “[...] is not understood as an organic alteration, marked in the body, but a learning difference focused on the linguistic dimension, as well as other cases of specific learning disorders [...]” when the students' *saying projects* have not yet been considered (GERALDI, 2013[1991]). On the other hand, it is also necessary to take a look at the initial and continued training of teachers, who know little about Dyslexia and who have been faced with an increasingly heterogeneous public that has come to their classrooms. In this sense, a distance is marked from a sociocultural perspective that constitutes these students due to their different literacy practices involving reading beyond school.

The managers of Schools A and B point to:

“that the problem [dyslexia] is that the student can't read, you know, he has a problem interpreting what he's reading... [...] that he has this difficulty, that the letters get mixed up, that he doesn't have ... repeats the letters, anyway...” [Carol, Manager at School A, 45 years old, graduated in Languages and specialist in Management and Interdisciplinarity, has been working in Basic Education for 25 years].

“Dyslexia... very present, because it is a very present thing [at school] and so, I am a teacher in the early years, so I have had many cases of Dyslexia present in the classroom, right?[...] ” [Catarina, Manager at School B, 46 years old, graduated in Pedagogy and specialist in Literacy, has been working in Basic Education for 27 years].

The way the school manager understands Dyslexia shows a distancing from knowledge capable of mobilizing inclusive actions. Understanding Dyslexia as a change in reading or silencing, in fact, makes it impossible for these managers to train teachers or even inform families. What is known is that there are students diagnosed with Dyslexia, but exactly what to do with them is another point in this process. However, this requires thinking about possibilities for dialogue and mediation between the school and the family, as well as the constitutive uniqueness of these students, considering their place of speech, their literacy practices beyond the school context.

From what the learners, their families, Portuguese language teachers and managers say, it is possible to infer that these subjects know little or know little about what Dyslexia is. When they do, in the case of mothers, teachers and administrators, the concept falls back to a biological, organic perspective, understanding Dyslexia as a learning disorder, a pathology, thus distancing itself from a conception directed towards social and cultural aspects, that is, for a constitutive uniqueness of the learner. Dyslexia assumes, as well as other learning disorders (Dyscalculia, Dysgraphia, ADHD, among others), a “nomenclature” character to define the everyday learning difficulties that appear in the school sphere, such as changing letters, writing wrong, not understanding what is read, accompanied, as occurs with Ricardo and Aline, who also have ADHD diagnosis, for not being able to concentrate during the activities proposed in the classroom, for not showing fluency in reading.

Such diagnoses end up justifying the academic performance of these learners at school when other literacy practices outside this social sphere are also not considered: reading on digital platforms, reading games, movies, messages exchanged between family and friends, are some examples. We punctuate these practices because we consider that it is necessary to give voice and time to these learners in the learning processes in order to understand their *projects of saying* (GERALDI, 2013[1991]) outside of school and to articulate them in this space,

seeking to develop *strategies of saying* (GERALDI, 2013[1991]) based on scientific knowledge. That is, the school has the social role of carrying out such mediations between the learner's prior knowledge and scientific knowledge (VIGOTSKII, 2010).

According to this author, “[the] learning always follows development” (VIGOTSKII, 2010, p. 104), it is a continuous, dialectical, dialogic movement. It is in, through and with the mediation of “spontaneous” or everyday concepts/knowledge in scientific concepts/knowledge proposed by the teacher that it is possible to intervene “in the formation of higher psychological processes” (FACCI, 2004, p. 15, our translation) of the learners, a since the sign socially mediates these interactions in, between and with language.

In addition, Pottmeier (2021, p. 133, our translation) points out about such constitutive singularities of learners, in this case, Dyslexia and the learning processes inscribed in an Inclusive Education:

These provocations fit for this moment of discussion, because there is still the idea that inclusion is always that student who actively participates. Yes, it is too, but giving them the opportunity to choose whether or not they want to speak, whether they feel safe or not, [...], whether they feel called to participate, is also part of inclusive learning processes. The issue is how to welcome the multiple possibilities of participation in the classroom and also provide experiences in which students challenge themselves to participate knowing that they will be welcomed in their mistakes and successes, in the sense of making this experience also a meaningful learning experience.

Thus, as Pottmeier (2021) highlights on the errors of learners in the learning processes as being constitutive of such pedagogical practices, Luckesi (2011, p. 192, our translation) states that it is “[from] the error, in school practice, [that] a guilty understanding of life develops and is reinforced in the student”, because this subject is not cast a look at this subject who is in process, who is learning and meets the normative demands, the official and legitimized practices in the school sphere. The author also points out that “[t]he school is not always responsible for the entire criminal process that each of us carries, but it reinforces (and a lot) this process” (LUCKESI, 2011, p. 192, our translation).

This occurs, therefore, these subjects, when living other/new experiences making use of language in real situations in the most varied social spheres that also end up “requiring them”, in some situations, to be in the norms already pre-determined, established. We agree with Luckesi (2011), because it is a perspective that classifies and excludes students from learning processes. When it comes to learners with Dyslexia, it is necessary to take a look at this singularity of the subject, when he does not even know his diagnosis, as well as his families.

Thus, like teachers who know little and develop learning strategies that often do not include these subjects and cannot be blamed for that. Here it is worth noting that these Portuguese language professionals, given the time in which they were formed, there was not even a discussion about the policies and laws of inclusion in the course curriculum. It is possible to say this because they are teachers trained in the 1990s, except for teacher Rosana. In this way, it is possible to understand that these were constituted in another moment, different from how initial teacher education is today and from the heterogeneity of students who have arrived in the classrooms, with different uses of written language. We therefore understand that apprentices, families and managers should not be blamed in this context either.

According to Pottmeier (2021, p. 187, our translation):

Regarding the initial training of Portuguese Language teachers, it should be noted that this professional must be qualified in the area of Literature with a degree in Portuguese and corresponding literature, which implies that one cannot demand from this teacher actions of which he does not have initial training and, that even in undergraduate courses little or nothing is discussed from the curriculum in relation to Inclusive Education and Literacy, for example (FOLHA DE SÃO PAULO, RUF, 2019). Courses that could and should offer disciplines on such topics, since the number of students arriving at school is increasingly expressive with different reading and writing practices and, which can be understood by the teacher as a learning difficulty. What can still be observed in newly graduated teachers in the 21st century, in which this demand from students increasingly constitutes the school environment, is that there are gaps in the training of Portuguese Language teachers in relation to these difficulties in learning, how to act more effectively and inclusively.

Based on this analysis of the initial training of Portuguese Language teachers, Pottmeier (2021) carried out a search on the *websites* of the ten most highly regarded undergraduate (degree) courses in Literature (Portuguese) in the country according to the latest *ranking*, namely: University of São Paulo, State University of Campinas, Federal University of Minas Gerais, Federal University of Rio de Janeiro, Fluminense Federal University, São Paulo State University, State University of Rio de Janeiro, Pontifical Catholic University of São Paulo, Federal University of Rio do Grande do Sul, University of Brasilia. The author showed that these courses did not include, in their curricular matrix, disciplines on Literacy, Inclusion, or directed towards learning difficulties. However, Pottmeier (2021) observed that the Pontifical Catholic University of São Paulo offered the discipline of Inclusive Education in the matrix of the degree course in Literature (Portuguese) (FOLHA DE SÃO PAULO, RUF, 2019).

We also infer, from the spoken and unspoken statements presented here by the Portuguese Language teachers and by the managers of Schools A and B, that these professionals

know little or are unaware of the concept of Dyslexia and Inclusive Education, given, as we have already indicated, that their initial training did not address such themes at the time they attended graduation. In addition, we consider the importance of joint work involving the families of learners, Portuguese language teachers, managers and pedagogical coordination based on more effective pedagogical monitoring that will promote more inclusive learning processes, looking at ways and means different learning times. Continuing in-service training for teachers and managers is also another point to be highlighted. That is, it is necessary to organize training moments that deal with such singularities of the learners, whether involving Dyslexia, Dyscalculia and other learning disorders.

Final anchorages

This article aimed to understand how managers, Portuguese language teachers, families and schoolchildren understand the concept of Dyslexia. At this point of arrival, we evidenced that the learners, their families, the Portuguese Language teachers and the managers do not understand or do not know what Dyslexia is. When they seek to conceptualize Dyslexia, the participants do so by directing it towards a biological, organicist, neurobiological perspective of this learning disorder (BARKLEY, 2006; DEHAENE, 2012). They distance themselves, therefore, from a sociocultural perspective and that of Dyslexia as a constitutive singularity of the learner (ELIASSEN, 2018; MASSI, 2007; MASSI; SANTANA, 2011, MOYSÉS; COLLARES, 2011; MOYSÉS; COLLARES, 2013; POTTMEIER, 2021; SIGNOR, 2015).

We understand that if, on the one hand, Dyslexia is seen as a linguistic alteration, on the other hand, there must be pedagogical actions that consider, value and include new/other literacy practices from varied discursive genres and that meet the needs of language use practices carried out by these learners, beyond school. Such practices, based on active methodologies mediating knowledge and electing the learner as protagonist in learning processes more engaged in the relationship with the texts that circulate there and in their relationship with the other.

Finally, we defend the need to offer continuing education for Basic Education teachers and managers in terms of the constitutive singularities of learners who have come to schools today, an increasingly heterogeneous public. From this contextualization, the limits, the obstacles that materialize in the pedagogical practice for teachers and managers in front of this public, it is important to carry out continuous training that discusses the understandings around

these singularities in a sociocultural perspective and that are articulated with the policies and laws of inclusion and the place where this apprentice enunciates and is constituted.

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