



The self-diagnosis of dyslexia in adults: a case study

O autodiagnóstico da dislexia na pessoa adulta: um estudo de caso

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ABSTRACT

Dyslexia is one of the most important learning disorders. It's characterized by difficulty in verbal, written and understanding language. Its first signs appear early in life and increase when the subject enters school life. Because of the limitations of everyone involved in the teaching-learning process, many dyslexics have dropped out of school in the past. And those who advanced in schooling were not diagnosed at school age. In fact, many dyslexics were only diagnosed or self-diagnosed in adulthood, not receiving intellectual support during their academic training. Aiming to reveal elements of dyslexia throughout a lifetime, in this article we will take the life story of a pedagogue. We will highlight his academic career and his existential trajectory. We will show the importance of the discussion about dyslexia, understanding its implication for the lives of a large group of people. From the case, we will emphasize that it's possible for a dyslexic person to learn, advance and succeed professionally.

RESUMO

A dislexia é um dos mais importantes transtornos de aprendizagem. É caracterizada por dificuldade de linguagem verbal, escrita e compreensiva. Seus primeiros sinais surgem no início da vida e vão aumentando quando o sujeito entra a vida escolar. Por causa das limitações de todos os envolvidos no processo de ensino aprendizagem, no passado muitos disléxicos se evadiam a escola. E aqueles que avançavam na escolaridade não eram diagnosticados na idade escolar. Aliás, muitos disléxicos só foram diagnosticados ou autodiagnosticados na idade adulta, não recebendo apoio intelectual durante a sua formação acadêmica. Visando revelar elementos da dislexia ao longo de uma vida, neste artigo tomaremos a história de vida de uma pedagoga. Destacaremos seu percurso acadêmico e sua trajetória existencial. Mostraremos a importância da discussão acerca da dislexia, entendendo sua implicação para a vida de um grupo numeroso de pessoas. A partir do caso, enfatizaremos ser possível uma pessoa disléxica aprender, avançar e ter sucesso profissional.

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Introduction

It's quite true that many people have heard of dyslexia. However, it seems that few still have a good understanding of what it really is about. In fact, although it's for Navas (2011, p. 44): "[...] a condition widely recognized in the national and international educational environment, with well-defined symptoms, with vast theoretical-scientific basis and affecting 4% to 8% of the world population according to recent estimates", we have the impression that dyslexia is one of those topics often discussed and even widely published, but with little appropriation both by educators and the school and by families and by different caregivers. This is a complex situation. And, most likely, it's still a subject restricted only to experts.

What is dyslexia? How does it manifest itself? How much can it hinder a person's learning? Can a person with dyslexia be a successful person in school, in the world of professions, in life? How many dyslexic people do we know around us? What are they like? What characterizes its existence? Does dyslexia affect intelligence? These are important questions that will permeate this reflection, some of which we will try to answer.

Well, when we mention the word dyslexia we are talking about a specific problem, perhaps the most important problem in the set of learning disorders. For educators, it's possible that individuals who do not learn at the right age and who often need to repeat school grades will be skipped. Often people with dyslexia are associated, like all individuals affected by disorders in the learning field, to people with some intellectual disability. But, clearly clarifying, as well showed Bonini et al. (2010, p. 311): "Contrary to what many think, dyslexia is not the result of poor literacy, inattention, inmotivation, socioeconomic status or low intelligence. It's a hereditary condition, with genetic alterations, still presenting alterations in the neurological pattern". With regard to cognition, it should be said from the outset, in the dyslexic person intelligence is preserved and, therefore, functioning within the expected for age in many respects. Creativity, liveliness, cleverness and imagination continue throughout life and work well.

In fact, in the history of humanity we know an expressive number of dyslexic people who have even developed genius inventions. According to Davis (2004, p. 32), Albert Einstein, Alexandre Graham Bell, Pablo Picasso, Walt Disney, John F. Kennedy, John Lennon, Whoopi Goldberg, Magic Johnson, among others, are some of the world famous names of people who have suffered the damage brought by dyslexia in their lives. However, their deeds indicate that if their intelligences were affected, it certainly would not have been the giants who were and are.

But what is dyslexia again? According to Silva (2009, p. 470): "Dyslexia is a learning difficulty characterized by a problem in receptive and expressive language, oral or written. Difficulties can appear in reading and writing, spelling and spelling, speech and comprehension, and in mathematics". As mentioned, dyslexia as a learning disorder of neurobiological and genetic origin has a hereditary character and may appear in several other

family members (Carvalhais & Silva, 2007; Silva, 2009). Therefore, it's possible that the appearance of a dyslexic already indicates that it's not alone in a particular family. Thus, in communion with Sampaio et al. (2019, p. 4): "We remember that the genetic factor in dyslexia has been understood as being related to a family history of problems related to reading/writing".

For being a language disorder, it can also be said that dyslexia is a phonografemic disorder. Because it's a problem in the field of language, dyslexia commonly brings difficulties in the field of the recognition of the written or spoken word and in many cases in the decoding of both (Rodrigues & Ciasca, 2016). The dyslexic person may have difficulty understanding a verbal command of the type turn right, getting in the way of acting. It's not necessarily a problem of laterality, but rather a disorder of understanding, interpretation of a verbal command. And when multiple commands are given in the same verbal sequence, the complexity increases even more.

When they manage to be literate, when reading a text, for example, the dyslexic person may present marked difficulty in understanding, interpreting, removing the meaning of written communication. Many adult dyslexic readers report that an unknown word in a text still often causes them enormous confusion, impairing understanding of the idea of the paragraph. There are cases in which these readers feel obliged to reread the same text several times.

Although many dyslexics are diagnosed or self-diagnosed in adulthood, therefore, very late, it's important to emphasize that symptoms appear from an early age in human development. Important signs can be late speech, slow ness in vocabulary acquisition, or even a speech with very small child intonation, when the child is already a little older. Of course, the elements should not be taken in isolation. According to Catts and Chan (2011), if there is a history of dyslexia in the child's family, it's necessary to be aware of the combined existence of expressive language delay with receptive language problems, as these elements may later result in significant reading and writing deficits at school age. "Thus, 'late speakers' should be considered a significant sign of risk for dyslexia when combined with these other risk factors" (Catts & Chan, 2011, p. 58).

It's quite true that many parents and family members do not even realize how problematic some childish difficulties linked to speech, even thinking "cute" that boy who speaks a little clumsy. Therefore, for those children who attend day care centers, as pointed out by Soares et al. (2018, p. 8): "It's necessary to be attentive in early childhood education to the poorly pronounced words, the persistence of a 'baby language', the lack of interest in rhymes and difficulties in knowing the letters of their own name". It's necessary to pay attention to the signals in the child's own communication with his peers.

Many children, still in school age, reveal difficulties in memorizing, spelling, or managing time and space at the time of communication. Some children have visiospatial

limitations when this ability is directed to the graphic forms of the alphabet, many of them do not understand which side they position themselves to, for example, letters such as b and d, q and p, f and t, O and Q, E and F, M and W et cetera. Many do not understand or cannot see logic following the Roman numerals. And some of them confuse the numerals when written as they follow: 6 and 9, 01 and 10, 02 and 20, 05 and 50, 60 and 90 et cetera. It seems that the positions that letters and numbers occupy in the sorred spaces are not easily distinguished at the time of their identification and reading. In this group, some write words with mirrored letters, others have very disorganized handwritings, many conduct notebooks completely outside the standards of their class and, as a rule, dyslexic children end up revealing throughout their childhood little appreciation for books, texts, school contents et cetera. Rhymes, tongue-in-law, “*parlendas*”, oral narratives, storytelling are not always comfortable things for dyslexic children, even though they have excellent imagination. Many have complete limitation to perceive the grapheme/phoneme relationship and its variations in the use of the vernacular. Many take huge time to know when to write c, ç, s, ss, r, rr. Sounds like those required in nh, lh and cl, for example, are very confusing for this group. The spelling itself in these cases may not make any sense for dyslexic children in the literacy phase.

The children in this group are more slow to remove the content written on the board, which causes them enormous discomfort. Recounting his school experience in the early years, informs the dyslexic author and digital influencer Fleming (2020, p. 28): “If teachers wrote the phrase ‘let’s travel’, I would have to look at the picture eleven times to be able to write letter by letter in the notebook, ‘l-e-t-s t-r-a-v-e-l’”.

There are cases where dyslexics cannot pronounce certain words of everyday language even in adulthood.

Due to the set of their difficulties, there has been a fairly common delay in literacy, little taste for school things or even a marked limitation to the habit of reading. Jobs that involve order and sequence, with many steps, are often difficult for the dyslexic group. Some dyslexic adults comment that reading was a torture in childhood, even when they were already literate. Some read badly, embarrassed, stuttered or had the feeling that they didn’t understand what they read.

And, in fact, what usually draws attention to the possibility of this disorder is the marked school difficulty. We can say that it’s a slow school learning by the standards required by society. Many of these children had to repeat the same series several times. In the past, many of them were evading or being evaded from school.

But that doesn’t mean the dyslexic person doesn’t learn. Depending on the level of your dyslexia, she may, with proper intervention at the right age, develop her school learning significantly. From what we have collected through reports, in many cases the dyslexic person himself creates his means and methods of learning (Fleming, 2020). In fact, each person has a more effective form of learning, making it difficult for a plastered and standardized school

action. Just like individuals who don't have learning disorders, some dyslexic people are more visual, others more auditory. And this means that they develop their patterns of thought and understanding according to the different types of stimuli they were receiving in the early years of their formation as a developing human being, as Davis (2004) well reflected.

It's quite true that not all dyslexic age groups are being studied in an equivalent way. Studies with dyslexic adult people, considering the testimony of their way of overcoming, have been a gap in the specialized literature. As Rodrigues and Ciasca (2016, p. 89) report: "In adulthood, the evolution of dyslexia is varied and studies, when compared to childhood and adolescence, are scarce". This considering, in this article we will take to study the report of an adult dyslexic person, with training in pedagogy and psychopedagogy. We will show part of your school path, considering your difficulties to complete your formative path. We will highlight the need to discuss the issue of dyslexia because we understand that it has implications for the life of a significant group of students. We will demonstrate, through the case presented, that it's possible rather a dyslexic person to learn, advance and succeed professionally.

The method

For this article we took as a method the case study. As clarified by Ventura (2007, p. 384): "[...] the case study as a research modality is understood as a methodology or as the choice of an object of study defined by interest in individual cases". It's true that even if the case study emphasizes individual nuances of a reality or a person, person and reality do not exist or move so largely. For this reason, we understand that a case, whatever it may be, will always offer lights to more expanded situations.

Although it can be used in different fields of knowledge, Andrade et al. (2017, p. 2): "In the educational area, for example, the case study can be used as a didactic approach to problematize a situation in order to approximate theory and practice". This case, even focusing on several moments in the life of an adult dyslexic person is intended to be a contribution to education.

Considering our intention to show dyslexia outside the initial age groups, we take to discuss the real case of a dyslexic adult person, self-diagnosed late. She is a pedagogue, with extensive professional experience, who also signs this work as a co-author. Initially she was asked to write the account of her school and professional path. After the material is ready, to complement possible gaps, we conducted interviews via mobile application. She was given the opportunity to respond both in writing and by recorded voice message. These fragments were incorporated into the original text.

The case

We started our schooling process in the rural area, in the county of “Belém do Brejo do Cruz - PB”. Our grandmother, with whom we were raised, said that all her granddaughters should graduate teachers, as were her daughters and herself. We don't even know today if our grandmother was a graduate. We know that she was a teacher and at that time a teacher for the rural area just knew how to read and write well. And most had no more than the former 4th grade of the Primary Course, today Elementary School - Early Years.

In our family we could only study in the city when we could at least read and write a letter. This was more difficult for us, because we only completed our literacy at the age of 11, being the last of the 14 grandchildren. We had to take a lot of calligraphy class, a lot of copying. Sometimes we'd copy five or six pages of a book without even knowing what was written. And when we started reading, we read without understanding anything.

Like the other cousins, we also went to study in the city, in “Caicó - RN”. Getting there, they enrolled in the third grade of primary school. We had enormous school difficulties and often did not even understand the basics of what the teacher taught us. We repeated the 3rd grade three times. We repeat the 4th year once again. At that time there was no automatic progression or this understanding of enrollment in the series corresponding to age.

From what we remember, in many situations we were reasons for laughing, experiencing those aggressions that we now call “bullying”. In fact, in the time of our childhood whenever we got to the classroom we were already a laughing stock. Sometimes we'd go with the wrong shoes and shoelaces with several knots, because we didn't know how to tie. Many times we had the buttons of the blouse exchanged, even wearing part of our clothes inside out.

The time of the call was very hard, we didn't understand what the answer should be, and instead of answering “present”, we were saying “300”. Invariably a thunderous laugh occurred in the room. Sometimes we answered extremely in low tone, the teacher did not hear, but the classmates shouted: “The 300 is present, teacher”. We have never had hearing problems, but today we know that this is a difficulty in understanding. We were always cornered, often colleagues made a ball with our school supplies.

Once, so nervous, afraid to ask to go to the bathroom, we ended up urinating on our own clothes, inside the classroom. We didn't go to recess that day. At the end of the class, as I left home with our rubber shoes full of urine, the classmates noticed and left us close to home, in the biggest shout: “Look at 300 ‘*mijona*’”. That was real psychological torture. We believe that this act happened for about 30 minutes by the main avenues of “Caicó - RN”.

We have always had difficulties in reading, writing, text elaboration, comprehension, interpretation and tablet. There was a period when our cousin made our texts. But when it came time to read to the teacher, we couldn't explain it.

At that time, we received the nickname of “little crazy”, “*matutinha*”, “*lesinha*”, “*dedindo*”, this latter because we used to do math on our fingers. In fact, a practice that we

still maintain today. Not that we haven't learned basic operations, but it's just that we really have difficulty with mental calculations.

We moved from school to study the high school course. It wasn't easy either. We repeated 5th grade twice. The 6th grade we repeat once again. On 7th and 8th we had a big improvement, and from there we were able to pass every year.

Since we understand each other by people, we have always been very disoriented in space and time, not having the slightest notion of laterality. In "Caicó", on some occasions, we got lost on the way home to school. In fact, even an adult still gets in the way. Recently we got in the wrong taxi, just because we got off a taxi hired to buy something in a pharmacy. We've always confused ourselves with the cardinal points, north, south, east and west.

Want to see us in complete disorganization? Just hurry us up. We always plan our things in our order and in our particular way. Besides, we can't do anything under pressure.

As a teenager, at the age of 16, we moved in with a couple of uncles in Igarapé Grande - MA. There, in our peculiar way, we also received the nickname of "tico-tico", "snack", "sink", and several others, because, according to them, we spoke "different".

When we left Igarapé Grande - MA we went to Pedreira - MA. During this period, we were already completing the 8th grade of the junior high. At this point in our school life, although we were not disproved, we suffered a lot with a Portuguese teacher who was very demanding. Every time we talked wrong, he told us to write that word, 20, 30 and up to 40 times. And if it was a verb, we should combine it at all times, in addition to giving it the oral lesson.

At the same time we met a History teacher, also very demanding. But she had a differential. She, realizing our difficulties, always explained to us both the contents of her discipline and the contents of the other subjects, and, in fact, that attitude helped us a lot.

In "Pedreiras - MA" we did the first year of the Pedagogical Course. It was very difficult. We didn't know how to make summaries. We did not understand how to highlight the essence of the text. We stuttered when we had to present the papers. We read with difficulty. When we could read, it was a lost reading. There came a time when no one wanted us in the groups. We ended up being alone. Then some colleagues had compassion and called us back to one of the groups, but they imposed one condition: we should always be silent and never open our mouths. Imagine... It felt like we were the only ones in all that class living in that situation.

When we left "Pedreiras - MA" we came to "Sousa - PB", there we attended, in a nuns' college, the 2nd and 3rd years of the Pedagogical Course. Like the others, these years were no different, in fact, they were "a God helped us" (*um Deus nos acuda*). Our difficulty of understanding seemed to have been accentuated. Our attention oscillated between moments of concentration and dispersion, especially when we were going to present the miniclasses in didactics of recreation, hindering colleagues and even the teacher.

Always desion, we never learn how to sing. And although we don't have physical disabilities, we have thick motor coordination compromised and so we never learn how to dance. At the stage we had to introduce, in the contents, sung games and wheel songs. Imagine it was all messed up.

During the last two years of the Magisterium Course there was a teacher of Portuguese and Didactic of Language that was a torment. Every time we miss a word or an expression, she made us fix it in a very strange way. She demanded that we write, “We cannot speak this way in front of our students, our families, and the other ones we are living with”. That was torture. In fact, many words we have not been able to pronounce it right today, even when we write them correctly: perplexed, complex, hydraulic, chloroquine hydroxide, cobblestone, raped, Tancredo, et cetera. We confused “babosa” (*Aloe Vera*) a lot with “Barbosa” (last name). We have many difficulties to understand the meanings of “emojis” (WhatsApp faces).

Anyway, we conclude the pedagogical without disapproval, slowly, slowly. As we still say today: “It's us and Martinho da Vila singer”. But we studied “bent like tapioca” (*dobrado que nem tapioca*).

We recognize that throughout life we have always had restlessness, inattention, disorientation, disorganization in the study part and, moreover, we were only late to places. Sometimes we find it difficult to persevere in things. We have been called “Ophelia” (*Ofélia*), dumb, donkey, “Magda”, “papa-jerimum”, et cetera.

It's important to emphasize that in addition to our grandmother's encouragement, from an early age we determined to succeed in life. What we didn't know was that we had to pay a high price.

After completing our Magisterium course, living in “Sousa - PB”, besides teaching, we became owners of two schools. In these ventures, we recognize that they have been successful for more than a decade.

At that time, we were both a teacher and a director of a private school and a pedagogical coordinator of a state public school. We teach all didactics at normal school. We coordinate pedagogical internship. And even recognizing our disorientation at certain things, we also touted in many others. We were and still are very creative, very intuitive, demanding and detailed. Although we do not disregard the criticism, we must admit that we always receive several compliments from colleagues and students, even receiving tribute from one of our graduating classes.

After the Magisterium course, we spent 14 years without following further studies. During this time, we were teaching and maintaining our schools. It was then that our friends began to “mock” us for not going to college. So we decided to take the entrance exam, moving on to the second entry of Pedagogy at the Faculty of Cajazeiras (*Faculdade de Cajazeiras - PB*). That was both a cause for joy and mockery. Still, we go for a month. Then we give up everything.

We even gave up our schools. Taking advantage of our ties in state public education, we asked for transfer to “Campina Grande - PB”.

Living in “Campina Grande - PB”, we provided new entrance exam for Pedagogy and moved to the second entry, in the second semester. The new situation was very stressful. Big city, very cold. We had to take the bus. We didn't have any friends. We had only one sister, but she lived far away. But we've learned to face our situation.

At that time, we taught at a state school and taught private reinforcement classes to approximately 10 students. We studied at night in college. We had the “madness” of enrolling in 10 disciplines. We almost went crazy for good. Philosophy, Sociology and Psychology were our biggest calluses. We underlined the texts only because we saw our colleagues stressing. At the beginning of the period it was as if we were “at mass without seeing the priest”. Everything was “Greek”. We never understand concepts such as “added value”, for example. Several times we went to study with a colleague, after reading a text about Marxism about ten times, she asked what we had understood, and we answered: nothing. In college, we made gaffes every day. We lost our voice when we had to present a paper. Many times we were dressed in socks and shoes of different colors. We didn't know which texts should be used in class.

Until then we had never had an explanation for the problems we have always had in relation to our school learning. Our problems have always been many. And in a way, they affected us deeply. We wondered what it would have been like if we'd known about our “problem” since the beginning.

After we finished Pedagogy we came to live in João Pessoa - PB. It was then that we started working at the Foundation Integrated Center for Support for the Disabled (*Fundação Centro Integrado de Apoio ao Portador de Deficiência - FUNAD*). It was in the Evaluation, Screening and Diagnosis sector. We knew almost nothing about disability or learning disorders. So we had to study hard. At the end of each evaluation we should say whether or not the child had intellectual disabilities. At that time FUNAD had a moment of case study in which all professionals participated. Even though we weren't shy, we were the only ones who kept our mouths shut. We were insecure to speak in front of so many colleagues with so much content. It was a very diverse team and there was always a good debate. And so those occasions also served us as a learning experience.

It was during this period that we entered a specialization in psychopedagogy and began to deepen issues around learning disorders. We bought several books, including Lecours and Parente (1997), Condemarin and Blomquist (1989), Douet (1995), Pain (1992), Gerber (1996), were others we borrowed and never had them back. We had a lot to do during this period, for obvious reasons, both for our specialization course and for the challenges of our work. And we also argued with a very experienced pedagogue in our work sector. In one of these readings we came up against the chapter dealing with dyslexia. So we understood that that was our “problem”. We don't get diagnosed at the right age. In our time of literacy and even throughout

our school journey this care and this concern did not exist, if they existed it was not possible for us. In fact, from what we remember, it wasn't even worked out in college.

Today, in addition to FUNAD in João Pessoa - PB, we have also worked on education policy in Cabedelo - PB. In this city we introduced municipal inclusive education, assuming the first coordination of the sector. There we created the school for the deaf and the course for professionals to specialize in this area. Then we worked in a school, in a popular neighborhood, where we had a reading project and text workshop. There we also evaluated and provided care to students with learning disorders.

We are sure that, partly because of dyslexia, we continue to make small mistakes in our professional lives. As we always say, we keep committing gaffes. Maybe that's why some friends and family say we're really funny. Imagine that we once read in an advertisement of a famous school of João Pessoa - PB: "Come condemned to do the registration of your child". But the phrase was, "Come running and register your son". We went to buy milk in a bakery and asked, looking at the shelf, "How much does this Ali-ba-ba milk cost?" And the name of the milk was Alimba. Exchanging place letters, disorganizing the place of the word in the sentence, reversing the position of the letters in a word has been a constant in our school path. Even today we need to be very careful when writing a text, particularly not to "swallow" letters, not "eat words", not forget the correct spelling, et cetera. Revision is a daily obligation.

In this narrative, written in second person, we recognize that dyslexia and the person who reports have always been together. The child and dyslexia, the student and dyslexia, the teacher and dyslexia, the evaluator and dyslexia, the adult woman and dyslexia have always been acting in "partnership", often in calm or in very nervous situations. We have overcome many barriers and overcoming has been our brand. It's true that we have never fully overcome the difficulty of reading and writing. Although we write with some grammatical correction, we do not always know where commas should be placed. When we write a long text we still leave many gaps. Moreover, the many shortcomings of this report were complemented by the intervention of all the authors. Often, because of this difficulty, we have given up on writing. Our reading is still very difficult. We still stutter when we read, either by the suppression of words or by the deregulation of the letters. We recognize that while reading in public is still a problem, public speaking doesn't cause us any more discomfort.

Case discussion

The dyslexic person and the school...

When we look closely at the above account, we understand that dyslexic people have brought many not very delicate marks from their school period. Unfortunately, it's necessary to point out that even today the school has not been able to adapt to the dyslexic or its needs.

The school doesn't seem to have yet prepared to receive the dyslexic person. Colleagues and teachers do not always seem to be kind and understanding of dyslexic children. In general, the dyslexic has to adapt to school and social life. Like the world, the school does not park to adjust to learning disorders. Perhaps in the near future, through legal gimmicks, such as the recent law of people with “TDAH” and dyslexia, the person with learning disabilities may come to have better attention in the formative environments.

In the past, probably, many people with dyslexia ended up leaving aside their school-related dreams, for various reasons, the most common being: shame for not learning like everyone else; the delay in monitoring certain matters; the looks of recriminations from both teachers and colleagues; the grotesque attitudes of certain people who should help in the learning process; countless disproofs, et cetera. Let us remember that this has been the case since the initial series. As in the case reported above, those who were able to follow their studies today have many very remarkable stories of situations of psychological violence on the part of colleagues, or even lack of touch on the part of education professionals. Let's imagine a teacher forcing a student to write and rewrite a text, a sentence, a word several times, mechanically. Let's imagine a colleague or even a teacher asking if the child is stupid...

Dyslexia and self-esteem

The many situations experienced by dyslexic students undoubtedly end up messing with the self-image that the subjects tend to make of themselves. The author of the text states that whenever she entered the classroom it was a laughing matter. It's very likely that the person will feel completely devoid of intellectual qualities to continue studying. Therefore, as Bonini et al. (2010, p. 315) shows: “The feeling of low esteem deserves careful attention, because when the dyslexic can believe in its potential, even in the face of difficulties, it can positively overcome and develop skills that can free it from failure”. And that seems to us to have been the situation of the case reported here.

Types of dyslexias

The literature records two types of dyslexia. As Pinheiro and Scliar-Cabral (2017, p. 14) report, they are divided into “developmental dyslexia”, and “acquired dyslexia”. The authors state that the first is the result of “an innate condition”, which originates and expands in the subject's own development. The second occurs “when the person loses the ability to read and write as a result of a brain injury caused by trauma or a disease, such as stroke”. The above report is framed in the first case, since there is no record of neurological alterations due to accidents in the author's life.

Dyslexia and intelligence

We have broadened the understanding that the dyslexic person is not a person with intellectual disabilities, even though he/she has significant school damage. From an important research using WISC III as a cognitive measure, Cruz-Rodrigues et al. (2014, p. 27-28) report: “Dyslexic participants have preserved intellectual capacity, with medium or higher performance than the age group and schooling in the scores of Verbal IQ, Execution IQ and Total IQ”. It’s worth noting that although developmental dyslexia does not affect intelligence, many dyslexics do not see it this way, which has a negative impact on the image they project of themselves.

In fact, it seems that dyslexia ends up giving new directions to cognitive processes. So much so that even if he does not find the necessary attention, when the dyslexic manages to be a little more persistent or has some clear motivation he seems to continue developing his own means of learning. In this sense, we can think of the different ways of learning experienced by the pedagogue of the case reported above.

However, it’s worth noting that when you have a certain difficulty in basic things, such as writing, reading and understanding, everything becomes more difficult. In fact, as Sampaio et al. (2019, p. 9) said: “To read and even write a text, it’s necessary to dialogue with other texts. It’s with intertextuality that one comes to meaning”. Reading and writing are acts that interconnect with various elements of both cognition and life.

Dyslexia and ways of learning

People with dyslexia, although little noticed and even invisible, are not numerically insignificant in the classroom. As shown by Rodrigues and Ciasca (2016, p. 87): “As for prevalence, this is varied, since the indexes are dependent on the definition and diagnostic criteria adopted. However, it’s estimated that between 3% and 10% of the students have the disorder”. Their success or failure depends not only on them, but on the means found to learn. Effective means are as varied as possible, because every human being learns in a different way. Some are more visual, others learn by retaking routes, others invent a thousand ways.

In the above report, the author decided from an early age that she wanted to be a successful person. But only she knows what she had to go through. The expression “study double like tapioca” (*estudar dobrado que nem tapioca*) reveals this experience. The dyslexic effort, as a rule, is not only doubled, it’s redoubled, tripled. The dyslexic person studies more than his peers to achieve a curricular result, often inferior to his class. Let us imagine what it was like to write and rewrite texts, phrases, words over and over again. Let us imagine what it was for the pedagogue of the report to underline texts only because he saw what his colleagues were doing. Listen to a reading several times and continue as it began. This was done until she found her own learning path.

The dyslexic problem

Depending on the medium, reading fluently is a fundamental thing and discussing what has been read as well. However, for dyslexic people it's right at this point that the callus of the situation lies. It's important not to lose sight of the fact that the dyslexic problem is a language problem, and involves both understanding and verbal and written expression. The dyslexic problem, although it appears privately at school, is also outside the classroom. Not in many times the pedagogue of the report saw herself as a laughing stock because her speech is "different", even receiving a nickname for this reason. In his book, dyslexic author Fleming (2020) reports that he spoke in a funny way, made people laugh at him and not with him, but he didn't realize he was talking in a funny way to people.

As a developmental disorder, dyslexia usually does not come alone. It's true that the person with dyslexia does not always have only problems with reading, writing, understanding and interpretation. Your problem is not always restricted to the field of strict language. What we commonly call "*combo*", combinations or, more technically, comorbidities may occur. Dyslexia may also be associated with dyslalia, which is a problem in the articulation of words. Dyslexia may occur to be accompanied by dysspelling and dysgraphia, which are difficulties in written language and correct spelling. Dyslexia can also bring dyscalculia, which is the lack of understanding in the manipulation of numbers. As has been shown by the specialized literature, dyslexia "[...] rarely manifests itself in isolation, and comorbidities occur with other conditions, linked to common etiological factors, such as the set of learning problems called 'dis syndrome' (dysorthography, dyscalculia, dyspraxia, dysgraphia)" (Alves, et al. 2011, p. 32). It's also common to find in dyslexic people the attention deficit and concentration, which seems to have been the case of the author of the above-mentioned report. It's also common for dyslexics in the face of sudden command to feel 'mentally dizzy or *zonzos*'. Perhaps that's why the author of the above mentioned report said that everything needs to be done in her own time, that she finds it difficult when someone rushes her.

Diagnosis and self-diagnosis of/in dyslexia

Another dyslexic problem, also brought by the above report, concerns the diagnosis. As Silva (2009, p. 471) informs: "The diagnosis is not always performed correctly, due to the lack of the interdisciplinary team, with this uncertainty these will not be properly guided". In fact, it's likely that an incalculable number of dyslexics have never been diagnosed at school age. Others were diagnosed in adulthood. But there are also those who have never had access to the diagnoses of specialists, having been self-diagnosed themselves. This situation illustrates the case narrated above. This type of diagnosis has been made by approximation, by comparison, by reading, by school deepening, by clinical self-listening and not necessarily by submission to scales and tests specific to this issue. Is this type of diagnosis valid? Not officially. This understanding will not guarantee additional support in courses, contests or selections, for

example. However, to understand a learning problem that has dragged on throughout school life, certainly brings immense intellectual relief.

The author of the above report came to the conclusion that she was dyslexic for her readings, for debates in groups of deepening and for her formation. To this diagnosis, it's true, she did not arrive alone, nor without the support of a multidisciplinary team with which she lived, worked, studied and learned. But let's imagine that this only occurred after you had completed your university education. In fact, it wasn't even in college. It was from the contact with readings, seeking to deepen into her professional life that she came to understand many things of her school past and that's how she began to recognize herself as such. When reading about the theme, when discussing with his peers and in courses, this was bringing him answers to his school path. And, in a way, this understanding caused him a certain comfort, because from then on he began to think that even without understanding many of his disastrous situations he got to where he came. Undoubtedly, self-understanding can be very motivating for dyslexic. It works as an awareness.

In recent years we have encountered dyslexic people who recognized themselves from the beautiful Indian movie "Every Child is Special (*Como estrelas na terra, toda criança é especial*¹)", in the period when they were already in college. A feature like a movie provides image, forms a feel, causing a self-identification. We have also known reports of people with dyslexia who were helped to perceive themselves in adulthood by a teacher who mastered this content. We still have a record of another person who discovered his difficulty school ing very early, but understood himself better after a process of deep depression, after doing psychological follow-up (Fleming, 2020).

It's very common for the dyslexic to be alone, to hide, to prevent anyone from discovering its difficulties. But there are those who, having better opportunity, are helped by people of their kinsman. In the case study presented here, the stimulus offered by a teacher grandmother is unimaginable.

Of course the case under review was made from an adult person. But has reality changed? According to Silva (2009, p. 471): "It's observed the lack of information of professionals in the areas of education and health, the lack of early identification and due referral, which imply frustration and school dropout". Would this quote be valid today? Most likely.

There are numerous social factors in the school period that make this diagnosis late or null. Administratively our classrooms work with many students, have structures that are not always suitable. Culturally we will also find teachers who are not familiar and sensitized to this theme. And finally, the family, when not fully unaware, denies the problem, accusing the child of lazy, for example, making it difficult to take more effective action.

¹It's a beautiful audiovisual work of 2007, directed by Aamir Khan and Amole Gupte. This movie, in addition to thrilling audiences, has served as a wake-up call for the cause of dyslexia around the world.

Dyslexia as a permanent condition

As shown from the case brought, dyslexia does not change over time. The person in the narrated case admits that his difficulties with reading and writing have not yet been overcome. Therefore, Teles (2004, p. 718) is right: “Dyslexia is maintained throughout life, not a transient maturational delay. It’s a neurological disorder that requires early and specialized intervention”. In any case, the most common is to realize in adulthood that difficulties may have evolved, depending on the path that the dyslexic subject has taken in his existence, the support he had and what he was able to face. Of course, even with many difficulties we cannot forget that the person with dyslexia is a human being and who needs respect.

Although we brought the case of a dyslexic person who, even in the midst of struggles and overcoming, has had success in his school and professional life, it’s important to mention that dyslexia does not present itself equally for all people. According to Pinheiro and Scliar-Cabral (2017, p. 16): “People with dyslexia have fundamental problems when relating written language with spoken language. This difficulty occurs to different degrees, and while one student may have mild dyslexia, another may present a more severe impairment”. Would a student with severe commitment have achieved the same performance as the pedagogue reported here? It’s a question to be considered in the future.

Final considerations

Dyslexia is a real and important disorder in the lives of many people. It affects the field of language, both in its verbal expression and in its written manifestation. It lasts all life, impairing learning and hindering, in many situations, life in its total or partial performance. Depending on how it’s conducted, dyslexia can even lead subjects to low self-esteem. Dyslexia, although it may affect part of cognitive development, does not affect intelligence as a large and cannot be confused with intellectual disability.

Early diagnosis and intervention are important. The evaluation is commonly done in a multidisciplinary manner, involving specialists in psychopedagogy, neurology, speech therapy, psychology, ophthalmology, et cetera. However, this process can suffer adverse consequences to your own needs. Because many professionals need to establish the diagnosis, the process ends up becoming unfeasible in a short time. Many of these specialties are relatively expensive and not easily accessible. Moreover, the performance of consultations like all these professionals by the public service is usually not possible. The public network does not always have these services and when it does, the process takes a lot of time. So, if this delay is bad for a child, imagine for an adult who has had his entire school life compromised, without being noticed as a person with dyslexia.

In this perspective many people give up the diagnosis and learn to turn around as they can. The case brought in this article is illustrative. And, as in the past, also in the present, many

end up choosing to stay only with self-diagnosis, which is not for us to judge, since each case is a different case.

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