


**INTERVENTION PATHWAYS FOR LEARNING DIFFICULTIES: REFLECTIONS  
ON A CASE STUDY****CAMINHOS DE INTERVENÇÃO NAS DIFICULDADES DE APRENDIZAGEM:  
REFLEXÕES SOBRE UM ESTUDO DE CASO****CAMINOS DE INTERVENCIÓN PARA LAS DIFICULTADES DE APRENDIZAJE:  
REFLEXIONES SOBRE UN ESTUDIO DE CASO** <https://doi.org/10.56238/sevened2025.022-010>**Adriano Rosa da Silva<sup>1</sup>****ABSTRACT**

The central theme of the research was to highlight some contributions of theoretical-scientific knowledge about specific learning difficulties of children aged between 7 and 11 years, from an interdisciplinary perspective, based on a case study in the psychopedagogical clinic. Thus, the main objective of the work was to investigate, through a bibliographic review and qualitative descriptive approach, aspects considered relevant about the proposed study, emphasizing the intervention strategies of the psychopedagogue and conceiving learning difficulties as a phenomenon caused by multiple factors. Thus, the study sought to show the intervention process based on the model proposed by Jorge Visca, in the light of Piaget's theory on learning. It is also worth noting that in order to elucidate these issues, the specialized literature was used to seek the theoretical framework of authors who problematize this theme.

**Keywords:** Learning difficulties. Child. Psychopedagogy.

**RESUMO**

O tema central da pesquisa foi destacar algumas contribuições do conhecimento teórico-científico sobre as dificuldades específicas de aprendizagem das crianças na faixa etária entre 7 e 11 anos, numa perspectiva interdisciplinar, a partir de um estudo de caso na clínica psicopedagógica. De modo que o principal objetivo do trabalho foi investigar, por meio de revisão bibliográfica e abordagem descritiva qualitativa, aspectos considerados relevantes acerca do estudo proposto, enfatizando as estratégias de intervenção do psicopedagogo e concebendo as dificuldades de aprendizagem como fenômeno causado por múltiplos fatores. Assim, o estudo buscou mostrar o processo interventivo pautado no modelo proposto por Jorge Visca, à luz da teoria piagetiana sobre a aprendizagem. Cabe destacar também que para elucidar essas questões se buscou na literatura especializada o referencial teórico de autores que problematizam essa temática.

**Palavras-chave:** Dificuldades de aprendizagem. Criança. Psicopedagogia.

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## RESUMEN

El tema central de la investigación fue destacar algunas contribuciones del conocimiento teórico-científico sobre las dificultades específicas de aprendizaje en niños de entre 7 y 11 años, desde una perspectiva interdisciplinaria, a partir de un estudio de caso en la clínica psicopedagógica. Por lo tanto, el objetivo principal del trabajo fue investigar, mediante una revisión bibliográfica y un enfoque descriptivo cualitativo, aspectos relevantes del estudio propuesto, haciendo hincapié en las estrategias de intervención del psicopedagogo y concibiendo las dificultades de aprendizaje como un fenómeno multifactorial. Así, el estudio buscó mostrar el proceso de intervención basado en el modelo propuesto por Jorge Visca, a la luz de la teoría piagetiana del aprendizaje. Cabe destacar también que, para dilucidar estas cuestiones, se recurrió a la literatura especializada para buscar el marco teórico de autores que problematizan este tema.

**Palabras clave:** Dificultades de aprendizaje. Niño. Psicopedagogía.



## INTRODUCTION

It is important to consider that this study will address the hypothetical case of care provided by a psychopedagogue to a child aged between 7 and 11 years<sup>2</sup>, who has difficulties in learning to read and write, with gaps related to memory and self-injury, without having had any follow-up until then. At this age, children begin to deal with abstract concepts and are characterized by the ability to continuously solve concrete problems and internal logic. After active listening to the situation by the psychopedagogue, the importance of considering that the complaints and formulations of the child's family and the school need to be analyzed in their different meanings is unassailable, without losing sight of the fact that, in addition to the difficulties, the gaze must be directed to the child's potential, a subject of power. Considering that, in the light of Bee's (2011) contributions, learning difficulties are characterized as a disparity between the expected potential of the student and his or her school achievement.

In this horizon, it is necessary, therefore, initially, to create a climate of trust, to talk to "break the ice", to make a welcome, to create a bond, conceiving the child as the protagonist of this process. Thus, according to Weiss (2007, p. 34), this active listening is important, because I understand that the objective of the psychopedagogical diagnosis is precisely to identify deviations and obstacles in the learning process, and it is essential to analyze in this specific case of the child in question what prevents his learning within what is expected by the social environment, researching what will not be right in relation to his learning path and seeking to understand how and why they manifest themselves these difficulties reported in their learning and, thus, intervene in a qualitative way with the child.

Based on theorists such as Weiss (2007) and Visca (2009), in the psychopedagogical diagnosis of cases like this, where care is provided to children, the use of play and playful situations is often important to understand the functioning of cognitive and affective-social processes, which are related to the difficulties presented by the child. In this perspective, it was investigated, in this diagnostic stage, that the child suffered abuse, has drug-dependent parents, is considered a "problem student" due to low concentration in class, dispersed, illegible handwriting and her activities are not completed. In this way, this diagnosis, from the first contact with the psychopedagogue,

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<sup>2</sup> According to Piaget (1972), those who are in the concrete-operative stage (7 to 11 years old) already perform logical operations, but only on real situations and manipulable objects (not abstract) and only reason on concrete problems with only one variable. According to the author, only in the next, operative-formal stage (12 years onwards), will he start to reason both by hypotheses and by objects, applying logical operations to any class of problems, that is, he will already be able to reason on propositions of verbal statements of hypotheses. PIAGET, J. Seis estudos de Psicologia. Translation: Maria Alice Magalhães D'Amorim and Paulo Sérgio Lima Silva. 5. ed. Rio de Janeiro: Forense Universitária, 1972.

already points to the beginning of a change, in a process whose methodology goes through stages such as initial interview, contract, anamnesis, application of Learning-Centered Operative Interview (EOCA), operative, projective and pedagogical tests, then the analysis of these tests, and, finally, the synthesis with feedback.

## THEORETICAL FRAMEWORK

It is extremely complex to define exactly a concept as broad as learning. The various theoretical and scientific currents have raised many hypotheses about this phenomenon, but they have not yet been able to explain precisely what, in fact, occurs in the brain of a child or any person during the act of learning. It is believed that changes occur in the nervous system during the process of acquiring knowledge, but these transformations have not yet been detected precisely. According to Moreira (*apud* ANJOS and DIAS, 2015), Piaget states in his theory of cognitive development that subjects assimilate data when interacting with the world, adapting them to each new knowledge, and modifying their schemes with these cognitive structures<sup>3</sup>.

Assimilation is the movement of the adaptation process by which the elements of the environment are altered to be incorporated into the structure of the organism [...]. Accommodation is the movement of the adaptation process by which the organism changes, according to the characteristics of the object to be ingested (FERNÁNDEZ, 1991, p. 109).

Thus, it is understood that learning is configured as a process of behavioral change<sup>4</sup>. It results from the interaction between the subject's mental structures and the environment in which he lives, taking into account the cultural context. Each new experience adds knowledge to the individual, promoting transformations in their behavior. In this way, after acquiring certain knowledge, one starts to act differently, demonstrating that there was, in fact, learning<sup>5</sup>. Learning is understood, therefore, as a continuous process, which involves different factors, resulting in changes in the behavior and development of the subject, which must be understood from their subjectivity, constructed through thoughts, emotions and social interactions, "when you learn, both intelligence and affectivity are put into play" (VISCA, 2009, p. 15).

<sup>3</sup> Learning is a process whose matrix is binding and playful is its bodily root; its creative unfolding is put into play through the articulation of intelligence-desire and the balance of assimilation-accommodation (FERNÁNDEZ, 1991, p. 48).

<sup>4</sup> The learning process consists of the production and stabilization of behaviors, both those that are produced in the school context and those that are elaborated in the family and community environment will be considered learning (VISCA, 2009, p. 16).

<sup>5</sup> It is considered that the learning process goes beyond the simple accumulation of information, as it consists of restructuring, through structural changes arising from actions and interactions (POSNER and RAICHLE, 2001).

Psychopedagogy emerged to address learning difficulties, seeking foundations in various scientific fields, thus becoming an interdisciplinary area (BOSSA, 2019). In this aspect, psychopedagogy, maintaining a close relationship with both pedagogy and psychology, emerges as a response to the high number of cases related to learning difficulties, consolidating itself as an interdisciplinary area, due to the theoretical and practical contributions from multiple areas of knowledge. In this regard, Bossa (2019) states that "recognizing such a character means admitting its specificity as an area of study, since, seeking knowledge in other fields, it creates its own object, an essential condition of interdisciplinarity" (p. 25). Therefore, psychopedagogy also resorts to other areas, seeking a broader and deeper understanding of learning processes.

The psychopedagogical purpose, that which makes our contribution unique, can be summarized as follows: to enable spaces for the authorship of thought. This task requires making one's own learning modalities more flexible, as well as the modalities of personal attention. Authorship spaces are subjective/objective spaces that are produced in the interrelationship with others, allowing each subject to recognize himself as a thinker and, thus, to take responsibility for the effectiveness of his thinking. To attend, we need to attend to ourselves as thinkers (FERNÁNDEZ, 2012, p. 207).

From this perspective, psychopedagogy aims to create dynamic spaces, constantly adjusted and reorganized, which favor learning and development, "the learning problem is nothing other than annulling capacities and blocking possibilities" (FERNÁNDEZ, 1991, p. 29). Its focus is to understand the learning process, acting both in prevention and intervention. Psychopedagogical work is aimed at understanding how the individual learns, both in groups and individually. Many learning difficulties are directly associated with the family context, the school environment and the quality of the relationship between teacher and student<sup>6</sup>. In view of this, for Bossa (2019), psychopedagogy seeks to guide and improve the educational process, while offering a deeper understanding of development and learning processes.

According to this broad sense of learning, it is not only important to know what is the bond that the subject establishes with the teacher, the classroom, the peers and the school, but also the relationship with the significant adults who offer him or her learning models, and the scenarios where all this happens; with colleagues outside the school environment and with himself, as a learner at different times of his daily life (VISCA, 2009, p. 16).

Thus, when we recognize the individual as an active subject in the process of psychopedagogical intervention, we also recognize his ability to think, reflect and, through

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<sup>6</sup> In the learning difficulties that a subject presents, the teacher is also involved. Therefore, the learning problem must be diagnosed, prevented and cured, starting from the two characters and in the bond (FERNÁNDEZ, 1991, p. 32).



this reflective activity, the subject becomes a central element in the continuous construction of his knowledge, his experiences and his subjectivity, thus considering his thoughts and emotions, in the social contexts in which he is inserted<sup>7</sup>. The psychopedagogue allows subjects to get in touch with their own reactions to the tasks, as well as with their bond with the object of knowledge, aiming to rescue, in this way, the pleasure and meaning of learning (BOSSA, 2019). The psychopedagogue, therefore, must be able to evaluate, intervene and help the student in his learning trajectory, taking into account not only cognitive aspects, but also emotional, family, social and affective aspects<sup>8</sup>. Its work takes place both in the school and clinical environments, with specific methodologies for each context.

Based on this analytical perspective, according to Moraes (*apud* ANJOS and DIAS, 2015), the psychopedagogue establishes what will be the intervention plan to be adopted in each case, through psychopedagogical verification, which is an investigation seeking to understand the causes of learning problems<sup>9</sup>. Thus, the path to understand the subject's reality begins in the diagnostic process, in order to plan and carry out the intervention, allowing an analysis of the interactions and responses of this subject, as well as an evaluation of the most appropriate interventions. Thus, we realize that psychopedagogical action encompasses the school and clinical environments, each requiring specific work methodologies.

## METHODOLOGY

The theoretical-methodological procedure adopted in this descriptive research with a qualitative approach revealed an analytical focus on the study of a hypothetical case in the context of psychopedagogy, using the bibliographic review as a theoretical support on the theme of investigation, through the reading and analysis of research and discussions already published on the subject, such as the works of Piaget. Thus, the study method encompasses a research, based on the investigation of bibliographic sources, bringing an interdisciplinary relationship of the conceptual bases on the psychopedagogical approach, with the aim of substantiating the practices immanent to the method of Jorge Visca present in this case study, so that it was sought to emphasize

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<sup>7</sup> These different bonds constitute, on the one hand, a network of universal relations to the extent that every subject is immersed in it, and on the other hand, particular relations, as each subject structures each bond and the total fabric in a singular way (VISCA, 2009, p. 16).

<sup>8</sup> In the understanding that intelligence makes possible, operative thinking, awakened attention and affectivity come into play. Affectivity in the sense of letting oneself be affected, and affect, "desirably", what affects us (FERNÁNDEZ, 2012, p. 228).

<sup>9</sup> Understanding that the "backwards" do not exist in the educational process and that everyone, regardless of their difficulties, has the right to a school that promotes cognitive, motor, affective and social learning is the greatest task of Human Society, because "we are different" in our totality (RELVAS, 2014, p. 19).

the theoretical perspective of authors of the specialized literature. From this perspective, this study is justified because it can contribute to the reflection on the contributions of psychopedagogical practice to the development and learning of subjects in different contexts.

## FINDINGS

Regarding the stages of the psychopedagogical diagnosis, the psychopedagogue carried out, in the first sessions, the contract interview and the anamnesis with the child's parents, with the idea of initially proceeding to a family interview to explore the situation, collecting relevant data and information for subsequent analysis and proof (or not) of suspicions and hypotheses. Thus, "in traditional diagnosis, even if parents are included, the center is the child patient; She is called most of the time, and she is the one who is studied. Parents participate only as informants" (FERNÁNDEZ, 1991, p. 30). In this sense, it should in no way be just a questionnaire of sequential data as in a standardized, rigid and uniform scale, but constituting a valuable diagnostic instrument for multifactorial analysis of the child's development.

In this initial moment, surveys can be carried out, in parallel, on the history of the family and the child's first learning, investigating to what extent the family enables the child's development, facilitating (or not) the construction of learning, as well as data can be collected on how their development, controls, acquisition of habits, internalization of norms, acquisition of speech, food, sleep, among other aspects, relating them to the child's school history, with subsequent contact with the child's school, even if by telephone, and access to the didactic material he uses. Considering that the faithful record of the interview, without distortions, is very important.

In the following sessions, following the model proposed by Jorge Visca, of a scheme that follows a flexible diagnostic sequence, with regard to the application of EOCA, I think it is important for the psychopedagogue to mediate, but to allow the child to construct the interview in a spontaneous, playful, meaningful way for him. Thus, it is worth emphasizing that in the application of EOCA with the child, a survey of hypotheses will be made with a possible definition of lines of investigation and choice of instruments, since the proposals to be made in EOCA as well as the materials to be used vary according to the singularities of each subject, thus being guided by the qualitative evaluation of the child's operative level in playful sessions centered on learning, throughout the process.

Therefore, the operative tests will be applied in the next sessions, with selection of material, preparation, manipulation and subsequent hypothesis, being, therefore, an





additional resource, that is, a complement, an auxiliary means of working with the child, constituting an important instrument to evaluate the level of their cognitive development, which will make it possible to analyze cognitive constructions, such as the notion of conservation, logical operations of classification, seriation, and compensation. It is also possible to assess whether the child has already constructed the concepts of number, space, time, order and speed. It is worth noting that the example of one of these tests, the intersection of classes, is presented below, used to assess whether the child has already acquired the notion of classification, by simultaneously bringing together objects according to their similarities or differences, so that he becomes capable of dealing with the additive composition of classes<sup>10</sup>.

Type of operative diagnostic test: Class intersection. Age range of the child evaluated: 7 to 11 years old. Material used: 3 types of chips of the same material and size, being: 5 round red, 5 round yellow and 5 square yellow; 1 flat white sheet with 2 circles drawn, 1 black and another blue that intersect delimiting 3 parts, of which one is common to the 2 circles. Development: The chips were arranged in intersecting circles, with the red round and the yellow squares on the outer parts and the yellow round ones at the intersection between the two circles. The child is asked to observe the arrangement of the cards, describe them and answer certain questions.

In the particular case of this study, it is important to emphasize that one of the most important factors in this process is the bond established with the child, as these exchanges and relationships of affection facilitate the look and listening of the psychopedagogue. As expression, listening, feelings, emotions vibrate in the subjective field, it is important to provide a space for the child to play and thus communicate, promoting sensory, perception and composition experiments with different objects. Thus, in order to detail the development of this operative test, the sequence with the questions and answers of the evaluated child is presented below:

Evaluator: Are there more red chips or more yellow chips?

Rated: There are more yellow chips.

Reviewer: How do you know?

Evaluated: Because there are ten yellow chips and five red chips.

Reviewer: Are there more square chips or more round chips?

Rated: There are more round chips.

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<sup>10</sup> For Piaget, around this age group (7 to 11 years), the child is generally in the phase of Operative Classification, in which he begins to dominate the inclusion relationship, and this domain is the fundamental condition for a concrete operational cognition of the logical classification. MACEDO, L. Constructivist Essays. São Paulo: Casa do Psicólogo, 1994.



Reviewer: Can you show me?

Evaluated: These are the ones and these ones here (he points out).

Reviewer: How many chips are square?

Evaluated: There are five square chips.

Evaluator: How many tokens are round, that is, circular?

Evaluated: There are ten round chips.

Reviewer: How many chips are red?

Evaluated: There are five red chips.

Evaluator: How many chips are yellow?

Evaluated: There are ten yellow chips.

Evaluator: Are there more round chips or more yellow chips?

Evaluated: More yellow.

Reviewer: Why do you think I put these yellow chips in the middle?

Evaluated: Because the red ones are already there (he points out).

Evaluator: Why do these tokens have something in common with the two circles?

Evaluated: Because they are yellow, I don't know how to explain it.

## DISCUSSION

As it is the child himself who must establish the classification criteria, in order to organize them into different groups, the questions about separate classes or about the inclusion of intersection were not answered correctly on the first attempt. Some supplementary questions were also not answered correctly the first time. At this point, according to Dolle and Bellano (1995, p. 101), the analysis of the results obtained with the application of this and other operative tests, such as the test of conservation of length, surface, weight and volume, made it possible to understand the process of knowledge construction and the development of reasoning by that child, as well as allowed the identification of what needs to be built with him within the logical domain, in order to promote their cognitive advancement. Ranging from operative tests to the possibilities of developing reasoning skills.

In this way, according to the planning of this operative test, what was intended was to know how the child thinks about his own manipulations, through some questions about the child's action during the activity. Thus, we sought to verify the judgments she makes and the arguments she uses to justify her answers about the arrangement of the forms on the sheet. In this aspect, it is important to point out that the evaluated did not give satisfactory first answers at some moments of the test, making mistakes in some intersection and classification questions, getting it right later, which demonstrates that the



child (7 to 11 years) did not fully develop cognitive structures that enable concrete operations.

It is interesting to observe that, in this test, the motto was the observation and comparison of geometric shapes, through questions, where it was possible to help the child to perceive their characteristics, as well as to distinguish the similarities and differences, especially in the cards placed at the intersection between the two circles. From there, it was possible to observe that the child showed difficulty in establishing classification criteria, identifying the characteristics that allow placing the forms presented in the same group. This cognitive ability is fundamental for the organization of thought and problem solving.

After the operative tests are worked on and analyzed<sup>11</sup>, in the subsequent sessions the projective techniques will be applied, which may lead to the observation of projective aspects, according to Visca (1997). From this perspective, the application of the technique "Me and my companions" is cited as an example, where the child was asked to make a drawing about the subjects with whom he or she interacts, then was asked to write a story related to the drawing, being possible to analyze in the drawing, the size of the characters, the location on the page, the analysis of the position of the characters, history, and in writing it was possible to observe the set of these relationships, among other aspects. Thus, the intention is to observe, through projective techniques such as this, attitudes such as the issue of acceptance (or not) of this child, the manifestation of positive or negative bonds with other children, family and teachers, as well as we can analyze aspects related to their feelings and emotions.

Then, the pedagogical tests will be applied, with the evaluation of the child's pedagogical level in different aspects, that is, in a global perspective, researching how he articulates and uses the knowledge he has learned in different school and social situations, and how he uses it in the acquisition of new knowledge. At this stage, the analysis of the child's school material is of superlative relevance, as well as a school interview, by telephone or in person. In this square, it is also important to verify whether the difficulty is specific in reading, writing or mathematics, or both. In this regard, Carraher (2002) points out that, even when the child makes mistakes, he is in fact thinking and even thinking well.

With regard to reading, the educational psychologist verifies whether after reading a text the child has understood its global meaning, whether he is able to synthesize it, as well as verification of oral reading by the child and interpretation of parts of a story. As for

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<sup>11</sup>Operation is a term that gains a very precise meaning within the Piagetian perspective, so that, in the realm of cognition, it refers to the abilities of reasoning or mental operations (BEYER, 1996. p. 195).

writing, the professional asks the child to write and show him, evaluating the writing process. Regarding mathematics, it is necessary to evaluate logical-mathematical reasoning, the logical chain of ideas, calculation, reading problems and their solution. In this sense, I think that the playful activities of reading, writing and mathematics should always be valued and worked with children, with the provision of a wide variety of stimuli to the child, so that they can explore all the senses, and express themselves in a personal and spontaneous way.

This understanding is important, because in the following session, where a diagnostic synthesis was carried out, that is, a psychopedagogical prognosis, it was observed that the child's school difficulties in this post-pandemic period may be linked to the absence of an adequate cognitive structure that allows the organization of stimuli, in order to enable the acquisition of school content, so that each test performed by the child was analyzed seeking to know which operations, what types of structures and what notions, of this or that domain of knowledge, the psychopedagogue should build with the child. From this perspective, as Paín (1992) reinforces, having learning difficulties does not mean that the child does not like to study.

Thus, in the return interview and possible referrals, conclusive information was returned to the family and the school, in a restricted way, only what is of interest to them. As suggested by the psychopedagogue, the child was referred to interdisciplinary follow-up by a psychologist, in addition to psychopedagogy, where the feedback of that professional, the projective tests, traces of a distance between the child and the parents (who mistreat him) and a non-acceptance of other affective bonds, such as those established with colleagues and teachers, were observed. In addition, it should be noted that in the story he constructed, the idea of family seemed confusing, thus complementing the interpretation previously given by the psychopedagogue.

In view of the above, there is a closure of this process of evaluation of the child, where it will be possible to observe their cognitive functioning, from these sessions elucidated above<sup>12</sup>. Finally, it should be emphasized, according to Weiss (2007, p. 105), that accurate observation, as well as listening and attentive reading of that situation are fundamental aspects of psychopedagogical action, an action that should be understood as a very comprehensive investigative method. With the subsequent psychological and psychopedagogical monitoring of the child, in an interdisciplinary approach.

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<sup>12</sup> In order to reach a conclusion about the existence or not of structured pathologies in learning (symptom-inhibition-reactive learning disorders), our view will be guided by the relationship between the subject and knowledge (FERNÁNDEZ, 1991, p. 38).



## FINAL CONSIDERATIONS

Based on all that has been exposed, we can note that the Piagetian theory, the EOCA and the use of tests and tests, in this case by the method of Jorge Visca, as exposed here, are important in the psychopedagogical investigative process, considering that the information that the psychopedagogue collected will serve as a basis for the elaboration, application and evaluation of a specific intervention project with the child, thus being able to contribute to the understanding of possible gaps and flaws in cognitive activity and logical and reasoning skills. In this sense, it is important to understand that the tests are selected, with great care, according to the need that arises due to the hypotheses raised.

Thus, we tried to establish, from the beginning, a good relationship with the child, leading him to become familiar with the material. Which was a positive factor during the race. With an interventional proposal that aimed to mediate the acquisition of logical structures of the child, leading him to actively explore the environment, acting on the real. It is necessary to compare the data obtained in the diagnosis of each test with the various conclusions drawn in the rest of the evaluation process, based on active experiences. Hence the importance of providing a rich and diversified space of stimuli and practices of reading, writing and mathematics to the child in this age group and the detailed record of the child's procedures, that is, his attitude, his speeches, solutions, hypotheses, which greatly contributed to the reflection and interpretation of the psychopedagogue throughout the evaluation process.

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