

PSYCHOPEDAGOGICAL INTERVENTION IN LEARNING DIFFICULTIES: A PRACTICAL ANALYSIS

INTERVENÇÃO PSICOPEDAGÓGICA NAS DIFICULDADES DE APRENDIZAGEM: UMA ANÁLISE PRÁTICA

INTERVENCIÓN PSICOPEDAGÓGICA EN LAS DIFICULTADES DE APRENDIZAJE: UN ANÁLISIS PRÁCTICO

 <https://doi.org/10.56238/sevened2025.038-024>

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ABSTRACT

This article is a synthesis of a psycho-pedagogical follow-up with a second-grade elementary school student experiencing learning difficulties. The psycho-pedagogical assessment process aims to gather data about the student's life, analyzing their relationships with family and learning to understand the causes of the symptoms and factors maintaining the complaint, as well as to classify diagnostic instruments based on the reported complaint in order to intervene with the student and reverse their current situation. To this end, the contributions of several theorists were used as a foundation, such as: Acampora (2012), Bossa (2011), Fonseca (2009), Paín (1985), Sampaio (2011), Wallon (1992), among others. This work is structured as a case study and presents a concise conceptualization of the learning process, how it occurs in the individual, learning difficulties and their indicators as presented by the learner, aiming to intervene so that the child recovers their full potential to learn, as well as to restore and strengthen their self-esteem.

Keywords: Learning. Learning Difficulties. School.

RESUMO

Este artigo é a síntese de um acompanhamento psicopedagógico com um aprendiz do 2º ano do Ensino Fundamental com dificuldades de aprendizagem. Deste modo, o processo de avaliação psicopedagógica tem por objetivo obter dados em relação à vida do aprendiz, analisando suas relações vinculares com a família e a aprendizagem para compreender as causas dos sintomas e fatores de manutenção da queixa, bem como classificar instrumentos diagnósticos com base na queixa apontada para intervir junto ao aprendiz em questão, a fim de reverter seu quadro atual. Para tanto, utilizou-se como fundamentação a contribuição de alguns teóricos, tais como: Acampora (2012), Bossa (2011), Fonseca (2009), Paín (1985), Sampaio (2011), Wallon (1992), entre outros. O trabalho configura-se num Estudo de caso e traz uma sucinta conceitualização do processo de aprendizagem, de como este se dá no sujeito, sobre a dificuldade de aprendizagem e seus indicativos apresentados pelo aprendiz, visando intervir de modo que a criança recupere todo seu potencial para aprender, além de resgatar e fortalecer sua autoestima.

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Palavras-chave: Aprendizagem. Dificuldade de Aprendizagem. Escola.

RESUMEN

Este artículo sintetiza el seguimiento psicopedagógico de un alumno de segundo de primaria con dificultades de aprendizaje. La evaluación psicopedagógica se centró en recopilar información sobre la vida del alumno, analizando sus relaciones familiares y comprendiendo las causas de los síntomas y los factores que perpetúan dichas dificultades. Asimismo, se utilizaron instrumentos diagnósticos basados en la queja manifestada para intervenir y revertir su situación actual. Para ello, se fundamentaron las aportaciones de diversos teóricos, como Acampora (2012), Bossa (2011), Fonseca (2009), Paín (1985), Sampaio (2011) y Wallon (1992), entre otros. Este trabajo, estructurado como un estudio de caso, presenta una conceptualización concisa del proceso de aprendizaje, su desarrollo en el individuo, las dificultades de aprendizaje y sus indicadores, según la perspectiva del alumno. El objetivo fue intervenir para que el niño recupere su pleno potencial de aprendizaje y restaure y fortalezca su autoestima.

Palabras clave: Aprendizaje. Dificultades de Aprendizaje. Escuela.

1 INTRODUCTION

Learning problems affect several children of different school age. These are problems that can be detected from an early age and are a great concern for parents and educators, and these problems interfere with the school performance of their children and the relationships they maintain in the school and social environment in which they are inserted. For Vitor da Fonseca, "difficulties can create inexplicable obstacles and impediments to learning to speak, listen, read, write, reason, solve mathematical problems, etc., and can last throughout life" (2009 p.140).

These learning difficulties can come from organic or even emotional factors, presenting different aspects, such as lack of motivation to perform tasks in the classroom, difficulties in reading and writing, affecting the individual's learning capacity in terms of acquisition, development and construction of cognitive functions.

In this sense, the importance of the psychopedagogue in our context is perceptible, not only with regard to the development of learning and prevention of the difficulties presented by some children, but also in the relationships that permeate within the school as a whole, thus contributing to the understanding of school failure.

This article is a case study under a qualitative approach. According to René Barbier (2002), the researcher has an important role and cannot do without what he calls sensitive listening. This listening is not a simple listening with the ears, but the ability to feel the imaginary and cognitive universe of the other, and thus understand and understand attitudes, behaviors, values and beliefs. However, this does not mean identification or adherence to the other's references, but openness to understand it.

The work brings a succinct conceptualization of the learning process, how it occurs in the subject, about the learning difficulty and its indications presented by the learner.

2 LEARNING DIFFICULTY FROM A PSYCHOPEDAGOGICAL PERSPECTIVE

Learning is a process that goes beyond the walls of the school. The subject learns from birth and this learning is not limited to the simple accumulation of information acquired throughout his daily life, because learning is not based on conditioning. In other words, it is not a mechanized activity. In this perspective, Fonseca clarifies that learning "is a change in behavior caused by experience, between an initial moment, in which the task is not mastered, and a final moment, where the task becomes mastered and automated [...]" (FONSECA, 2009, p. 152).

However, although it is a natural process, learning requires the existence of stimuli that awaken the desire to learn. In the teaching-learning process, which takes place in a systematized way, in addition to the desire to learn, it is necessary to have a link between the learner and the one who teaches, as well as between the learner and the object to be learned.

In this sense, the learning process is, therefore, quite complex and a series of cognitive, social, moral, physical, and emotional elements are involved in it, among others. These elements, in turn, can intervene in a positive or negative way. Hence the importance of instigating the pleasure of learning, as it will announce what will negatively influence the teaching/learning process. For this reason, for discovery and the pleasure of learning

Educators must look for new ways and alternatives for this whole delicate process of learning, so that students are not forced to become copyists who do things for the sake of doing things or to pass the year, fulfilling a demotivating and castrating obligation. It is necessary for the student to feel good, it is necessary for him to have pleasure in learning. LEAL (2011, p.48).

Thus, the most relevant mission for the educator is to be able to discover or awaken in his students the pleasure of learning. For Piaget (2006), learning occurs through the inseparable interaction between the process of assimilation and accommodation, where in assimilation the subject uses existing schemes to solve a problem-situation without there being a change in his cognitive structure and in accommodation is when the change in the cognitive structure necessary to solve a problem-situation occurs. According to Piaget (2006) apud Leal (2011, p.34),

(...) Learning happens through constant processes of balance and imbalance. In the face of a new learning, there is an imbalance (or inadequacy), which mobilizes a need, an action of the subject. In view of this event, two mechanisms are brought between action that will contribute to the development and balance of the subject's structures: assimilation and accommodation to the new learning.

It is important to point out that this whole process leads the subject to a state of unstable adaptation, as the environment will always require new assimilations and accommodations, and therefore other adaptations. An essential process when learning. According to Piaget (2006, p. 156-157), "adaptation is a balance – a balance whose achievement lasts throughout childhood and adolescence and defines the proper structuring

of these periods of existence – between two inseparable mechanisms: assimilation and accommodation".

In the conception of Sara Pain (1985), learning "comprises all behaviors dedicated to the transmission of culture, including those aimed at institutions that, specifically (school) or secondarily (family) promote education (p.17-18)".

The school, in this sense, even though it is the institution specifically focused on education, struggles to stay alive in the face of so many difficulties such as: the lack of interest, both by the student and by the professional, which are mutually contagious; disrespect, professional devaluation (poor salaries and working conditions); violence; the curricular structure itself; and learning difficulties. It is also worth addressing the competition of technology, with its dynamicity, which is more attractive to students.

In this way, the school cannot be treated separately from the rest of the social elements, since it is an 'official institution' where learning takes place, which must also be seen in a way that is linked to all the aspects that surround it. For this reason, the school should not be conceived

(...) as something isolated, without a link to the economy, culture and the police, as if the educational processes took place in an isolated and disintegrated way from reality. Hence the need to think about the development of education (school) at the same time as thinking about the development of the subject in society, as they are interdependent. LEAL (2011, p. 30).

The subject is also a fully articulated being, as well as his attitudes. According to Freud (1974) apud Leal (2011, p. 31), their attitudes are always determined; In other words, "our acts (even those that seem to occur at random) are related to a series of causes, of which we are often unaware."

Thus, the subject, despite starting his learning process at birth, needs to constantly acquire information that is indispensable to his life in society. And it is in the social life itself that he develops such learning. Therefore, each subject learns in different ways.

In the face of the multiplicity of learning, incompatibilities arise between what is taught and what is learned. Teachers, many times, after exhausting all their strategies to make a certain student learn, justify failure with the existence of a learning difficulty. However, before labeling a child as having some type of learning disorder or disorder, a thorough investigation is necessary, carefully checking for each indication.

Having a learning disability, however, does not necessarily mean that this student has to be classified as disabled. According to the National Policy on Special Education in the Perspective of Inclusive Education, by Ordinance No. 555/2007, promulgated by Ordinance No. 948/2007, a student with disabilities is one who:

They have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may have restricted their full and effective participation in school and society. [...] Among the specific functional disorders are: dyslexia, dysorthography, dysgraphia, dyscalculia, attention and hyperactivity disorder, among others. The definitions of the target audience must be contextualized and are not limited to the mere categorization and specifications attributed to a condition of disability, disorders, disorders and aptitudes. It is considered that people change themselves continuously, transforming the context in which they are inserted. This dynamism requires pedagogical action aimed at changing the situation of exclusion, emphasizing the importance of heterogeneous environments that promote the learning of all students. (BRASIL, 2008, p. 15)

In the case of learning difficulties, the situation may be configured only as momentary or in the short and medium term, and the situation may be totally reversible. According to Barbosa (2006, p. 53), having difficulty learning [...] means being faced with an obstacle that may have a cultural, cognitive, affective or functional character and not being able to continue learning because they do not have tools, or cannot use them, to overcome it.

Garcia Sánchez apud Nunes and Silveira (2004, p.174), on the other hand, characterizes learning difficulties as "a set of disorders that is expressed in the field of language, reading, writing and mathematical skills, which can appear throughout the life cycle". Therefore, for the learning process to be carried out in a balanced way, it is necessary to exclude the existence of obstacles, hence the importance of psychopedagogical follow-up.

For this reason, the psychopedagogical diagnosis is configured in an investigation of learning that considers the totality of factors in the act of learning. The diagnosis aims to examine how the learner's learning takes place, and how it happens. This will serve as a starting point for both new learning and the elaboration of a therapeutic plan, as it will point out the learner's learning modality and allow the development of strategies that best meet their needs.

According to José & Coelho (2008, p.28), "the learning problem [can be] a symptom, in the sense that non-learning does not configure a permanent framework, but enters a peculiar constellation of behaviors, in which it stands out as a sign of decompensation".

Therefore, parents and teachers should not face the learning difficulties of the student as a fait accompli, but as a situation that can be avoided, as long as the necessary measures are taken. Resorting to a professional in the area, who in turn, must work in an articulated way.

2.1 CLINICAL PSYCHOPEDAGOGICAL DIAGNOSIS

The psychopedagogical work aims to understand the cause of the subject not being able to learn or having difficulties to learn some things, but also to analyze how he can learn and in what way. "The changes in learning, school failure and the different ways in which the learning problem presents itself in high proportion, [...] and, it requires a careful analysis of its etiology and particularity". (FERNÁNDEZ, 1991 p. 24). For this reason, the diagnostic process is indispensable, as it is from it that the therapist will intervene in the face of learning difficulties, initiating an investigation and, above all, making an accurate reading of the learner's reality.

It is important to reiterate at this point, the student's life history within his family group, remembering that, if everything went well without major problems, he will develop positive bonds with learning. However, if there has been any negative change in this path, whether due to factors internal to the family structure, inadequacy of the methods adopted by the school or teacher, in short, this exchange with the family and social environment can work as a facilitator or inhibitor in the process of affective-intellectual development of the student, and the school can manage this process well or badly.

It is worth mentioning that the Psychopedagogical clinical work, in addition to intervening in learning problems, also has a preventive function, while in the treatment of certain difficulties it can concomitantly prevent the appearance of future problems. Thus, the Psychopedagogical treatment in its singularity consists in the fact that there is a goal to be achieved, which is: the elimination of symptoms.

This treatment takes place in two stages, the first is the investigation of the subject's difficulties and/or disorders presented and the second the intervention for the disappearance of the detected symptoms. For a better understanding:

Psychopedagogical evaluation occurs when the family has as a fundamental complaint the difficulty of one of its members in the face of their learning, and therefore learning and its relationships are the gateway to understanding the case that is presented. The psychopedagogical diagnosis aims to penetrate the family dynamics, but keeping the

focus on the patient and his complaint. A complaint is never isolated, there are all the consequences of this complaint and they must be investigated at the time of diagnosis. (ACAMPORA, 2012 p. 69,70).

Thus, the clinical psychopedagogical care of this work was carried out with the learner J.P.M.S. who will be identified here by the initials of his name to preserve his anonymity, at the moment he is 11 years old and attending the 2nd year of elementary school. The complaint presented by the Mother is that he has difficulty reading and writing.

The follow-up with J.P.M.S began in the first half of 2012. At first, an initial interview was conducted with the learner's parents to talk about schedules, sessions and the importance of attendance in subsequent sessions, Once the schedules were agreed, the anamnesis began with the parents who, according to Nadia Bossa (2011), during the anamnesis, the psychopedagogue is informed about the history of the learner's development, as well as their difficulties, which allows the therapist to realize that learning problems may not be linked only to school, but to other factors.

In addition to the anamnesis with the parents, the teacher was also interviewed, in a visit made to the learner's school. The teacher reported that J.P.M.S has a lot of difficulty reading and writing, and this difficulty is more accentuated in the writing discipline.

It is important to point out that to carry out the Psychopedagogical diagnosis it is necessary to use some resources such as tests, drawings, games, toys, pedagogical and psychomotor activities, stories, among others. "These resources constitute an important language instrument and reveal data about our lives, which are often secrets to ourselves." (BOSSA, 2000 p.12).

With reference to these reports, we set out to carry out the present study with the objective of first obtaining data on biological, intrapsychic and social life, which socially and psychologically justify the complaint presented, followed by the analysis of the bonding relationships with the family and learning.

Continuing the psychopedagogical diagnosis, based on the information reported by the parents and teacher, we prepared 03 sessions of 1h and 30min contemplating the different aspects, which are: Cognitive, Socio-Affective, Psychomotor and Pedagogical, for this, the following instruments were used to investigate the problem pointed out: Learning-Centered Operative Interview (EOCA), by Jorge Visca; Jorge Visca's Projective Tests: Me with my companions; The Four Moments of a Day, Doing What You Like Most; Psychomotor

Assessment; Pedagogical games; Background Figure Test; Sequence Organization Tests; Discrimination and Auditory Perception Tests.

During the application of the tests, the learner showed interest in carrying out the activities. On the other hand, he presented attention and concentration deficits and difficulty with reading and writing, as well as in language. It was observed that the learner's posture permeated a Hyperassimilative learning, because while performing the proposed activities he brings several subjects, talks, asks, questions, however he usually hears little, because he is already formulating another question, sticking to the details and failing to observe the whole.

It is important to point out that the learner in question presented a very marked picture of low self-esteem. Because he reported during the application of the tests that he feels very sad and discouraged for not achieving the grades expected by him and his mother, that is, he cannot evolve in the classroom.

2.2 THERAPEUTIC PLAN

The case report examined here is based on the initial complaint of the learner's parents who show their difficulty in reading and writing and later this complaint is confirmed in the statement of their teacher. J.P.M.S, despite having developed reading and writing skills, is with age/grade distortion, as she is 11 years old in the 2nd year of Elementary School. It was observed that the family complaint coincides with that of the school. The teacher also reported that J.P.M.S does not interact with his classmates and that he only communicates when asked, or stimulated to speak.

From the diagnosis made with the learner, with the objective of investigating the complaint pointed out by the mother, serious difficulties were found with regard to reading, writing, organization, paragraphs and sequence of events, in addition to the difficulty of working with limits. The learner showed a very low auditory memory, also highlighting difficulty in understanding the utterance. It was also observed through evaluation, immaturity in the development of language and writing, leading him to write certain words the way he pronounces them, with exchange and suppression of letters.

In view of such difficulties, it was found that the learner has signs of dyslexia. Simaia Sampaio (2011, p.111), contributes by clarifying that "dyslexia is a reading disorder that affects writing, and is usually detected from literacy, the period in which the child begins the reading process". It is necessary to clarify that a dyslexic person has normal intelligence,

and may even be above average. Thus, the difficulty lies in not being able to identify graphic symbols (letters and/or numbers) reflecting the difficulty in reading and writing.

It is important to point out that only a neurological professional can make the diagnosis. Thus, once confirmed, the dyslexic patient will need a multidisciplinary team for treatment, as well as support work with the school and family (MOOJEN & FRANÇA, 2006).

After the diagnostic sessions, we then leave for the return with the learner's parents, to talk about the positive aspects, valuing what he does best, and analyze the factors that are causing the problem in learning. The return "is an analysis of the problem followed by integrative syntheses, which must be repeated whenever new information is added and, in some way, rearranging the situation in the sense of reducing resistance" (ACAMPORA, 2002 P.117). To intervene positively in the difficulties encountered, 05 psychopedagogical sessions were elaborated with a duration of 1 hour and 30 min. every.

Pain states that "the basic objectives of psychopedagogical treatment are, obviously, the disappearance of the symptom and the possibility for the subject to learn normally or, at least, at the highest level that his organic, constitutional and personal conditions allow him" (1985 p.80). In this way, through the interventions, we seek to awaken the potential of the learner, giving him conditions to be able to know, write and do.

Before we started the first intervention session, the learner was very anxious. Once the activities began, greater comfort was perceived, and soon he became involved in the proposed activities. During the subsequent sessions, the learner behaved very communicatively. An important aspect to report is that the learner has a positive bond with learning, as his desire to learn to improve his performance at school and raise his self-esteem was visible, in addition, he demonstrated in his conversations a relationship of affection and harmony with his parents. For Sampaio (2011, p.77), "the family must make every effort so that the child can overcome his difficulties". This care and commitment to the child's learning was observed by the learner's parents throughout the treatment.

A relationship of trust between the learner and the therapist was also perceived. In this sense, Henri Wallon (apud DANTAS, 1992 p.85) says that "the affective dimension occupies a central place, both from the point of view of the construction of the person and of knowledge". This is essential for learning to take place in a positive and peaceful way.

It was verified throughout the intervention sessions that the learner presented some advances, but that they need to be improved with the continuity of the treatment, with regard to writing, he can already write including all the letters without forgetting to add the "r" which

was a great difficulty that he presented, to the detriment of his speech impairment, as well as improvement in the understanding of statements and association of ideas. This advance was also noticeable in relation to the self-esteem of the learner, who at each session expressed great joy and personal satisfaction, reporting an improvement in his grades and a good development in the discipline of writing, as it caused him low self-esteem whenever he remembered the low grades.

It was also observed that throughout the intervention sessions, the learner behaved less anxiously and more focused on the proposed activities, always with the desire to change and improve their performance at school, as their effort was noticeable.

After the end of the intervention sessions, it was perceived the need for the learner to continue the psychopedagogical treatment for a greater advancement of the difficulties, as well as follow-up with the speech therapist to treat the immaturity in language, as this difficulty hinders both his communication with people and his school development, which despite the advances we had during the treatment it is essential to continue the process.

3 REFLECTIVE CONCLUSIONS

In view of the theoretical basis and the case report, it is concluded that the performance of the Psychopedagogue parallel to the work of the educator is indispensable, due to the existence of some points that are beyond the reach of the teacher because they have a greater demand, making it impossible for them to deal more closely with their students.

The problem that prevents the expected learning in the learner of the present study is the learning difficulty in reading and writing associated with factors such as attention, concentration and language. The psychopedagogical work with it showed significant advances in the development of the learner. Such as, for example, greater concentration on the proposed activities, even if partial. As well as the teacher's performance, who, in possession of a diagnosis and with some suggested guidelines, has a greater opportunity to contribute to the development of this learner.

With this, it is important to emphasize the importance of continuing the psychopedagogical intervention so that the problem is solved. The family and the school should work in an articulated way, valuing the efforts of the learner in order to improve their self-esteem. The school, specifically, should offer activities that work on the diagnosed difficulty, prioritizing the use of concrete materials in order to provide significant learning

opportunities for the learner, but at the same time be challenging and offer activities that favor cooperation among students and encourage them in the execution and exposure of them.

Therefore, to think about learning difficulties in the light of Psychopedagogia is also to think especially that such difficulties can and should be solved with the help of the psychopedagogue in an articulated way with other professionals, providing the learner with moments of joy and autonomy with regard to the construction of knowledge so that he perceives himself capable of overcoming his limits and difficulties.

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