

# Research report on the intervention of psychologists in psycho-educational support groups: contributions by Historical-Cultural Psychology<sup>1</sup>

*Relato de pesquisa sobre a intervenção dos psicólogos em grupos de  
atendimento psicoeducacional:  
contribuições da Psicologia Histórico-Cultural*

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## ABSTRACT

In tackling problems within the teaching-learning process, School Psychology in Brazil has often focused on practices aimed at students but disconnected from the school context and, therefore, inclined to students' pathologization. On the other hand, as will be explained in this article, activities that consider historical and social conditions permeating the teaching-learning process have been evidenced. The purpose of this paper is to report the findings of a study on psychoeducational care administered by psychologists as a means of assisting schools in overcoming educational challenges. The research was grounded in Historical-Cultural Psychology and

## RESUMO

O enfrentamento da Psicologia Escolar no Brasil, com relação aos problemas no processo ensino-aprendizagem, muitas vezes incidiu em práticas voltadas aos alunos, desconectadas do contexto escolar, e inclinadas à patologização do educando. Na contramão dessa prática, presenciamos atuações que buscam levar em conta as condições histórico-sociais que permeiam o processo ensino-aprendizagem, conforme será exposto neste artigo. Nosso objetivo é relatar dados de uma pesquisa que teve como foco o atendimento psicoeducacional, realizado por psicólogos, como forma de auxiliar a escola na superação das dificuldades no processo de escolarização. O estudo foi fundamentado na Psicologia Histórico-Cultural, e contou com uma pesquisa de campo

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included fieldwork. The field activities were conducted with a group of elementary school students from a public school in the northwestern region of the state of Paraná who presented school-related issues. The results obtained in the research showed that the mediation carried out by psychologists in the psychoeducational care group helped to overcome difficulties in the schooling process; that the affection-cognition unit mobilizes the appropriation of knowledge; and that the activity proposal stimulates the inter-functional development of higher psychological functions, offering opportunities to improve student's development. Therefore, this activity contributes to the school by fostering scientific knowledge among students.

**Keywords:** Psychologist's intervention. Difficulties in schooling process. Historical and Cultural Psychology

na qual foram efetuadas atividades com um grupo de alunos do ensino fundamental I com queixas escolares encaminhados por uma escola pública localizada no noroeste do Estado do Paraná. Realizamos encontros em grupo semanalmente. Os resultados obtidos na pesquisa demonstraram que as mediações realizadas por psicólogos no grupo de atendimento psicoeducacional auxiliam na superação das dificuldades no processo de escolarização; que a unidade afeto-cognição mobiliza a apropriação dos conhecimentos; e que a proposição de atividades provoca o desenvolvimento interfuncional das funções psicológicas superiores, oportunizando avanços no desenvolvimento dos alunos. Esse tipo de atividade, portanto, contribui com a escola no sentido de levar os estudantes a se apropriarem dos conhecimentos científicos.

**Palavras-chave:** Intervenção do psicólogo. Dificuldades no processo de escolarização. Psicologia Histórico-Cultural.

## 1 Introduction

After the approval of Law 4.119, of 1962, which regularized the Psychology profession in Brazil, there are still many questions about the psychologist's role, in general, and the school psychologist, since this profession was voiced within the clinical/medical context, according to authors such as Yazlle (1997), Massimi (1990), Antunes (1998) and Pessoti (1975), among others.

With the recent approval of Law 13.935/2019, which provides for the insertion of psychologists and social services in Basic Education, the need for discussion about the psychologists' work in education is expanded. It may happen that the psychologist, once again, loses the emphasis given the clinical aspects of care, goes to school and continues to perpetuate diagnostic work and little intervention in overcoming parenting with difficulties in the schooling process, contrary to what This Law proposes, which makes very clear an action with a multidisciplinary team and consonant with the school political pedagogical project.

In a bibliographical survey carried out by Oliveira (2020), with the objective of systematizing how the psychologists' interventions in confronting school complaints have been reported, they found scientific productions that present works of both a critical approach - which took into account historical determining factors -, as traditional, with a focus on clinical care, many times pathologizing the students. In these cases, the authors consider that the school complaints phenomenon could be understood exclusively from the biological apparatus, blaming the subject for school failure. All the interventions are carried out together with the child and/or the adolescent, who was cited as a student, but on demand consists of the school complaint.

Oliveira (2020) verified that the productions that presented a performance that distanced itself from the clinical model of traditional Psychology, included the school complaint in addition to the biological aspect and, in the majority, highlighted the mediation importance and social interactions for development. These scientific productions will appear in interventions with children, with teachers and with families.

Among the theoretical references, which we supported these works, stands out Historical-Cultural Psychology, which traces an understanding of the totality involved in teaching and learning. From this perspective, it is considered that the historical context, especially the current economic organization model, permeates the problems experienced in the school's daily life, leading to the overcoming of crystallized and naturalized conceptions about the difficulties in the schooling process.

Chiodi and Facci (2013), who analyzed psychological assessment reports with children who present difficulties in the schooling process in the state of Paraná, verified that the complaints that most appeal to psychology professionals in this state, for the realization of the psychological assessment, were as children with learning difficulties. They identified the use of intelligence tests, such as the Wescheler Intelligence Scale – WISC, to assess students.

In this way, we understand that it is necessary to broaden the studies about psychological care in school and to confront two problems found in the teaching-learning process. With the purpose of strengthening this discussion, this article has the objective of reporting data from a research that has as its focus or psychoeducational attention, carried out by psychologists, as a way of helping the school in overcoming the difficulties in the schooling process. The research was based on Historical-Cultural Psychology. These groups have the purpose of developing the cognitive-affective capacities of the students, with a view to contribute so that they appropriate the curricular contents.

The discussions in this article are linked to a research about the evaluation of school complaints.<sup>5</sup> Initially, we will briefly explain the data from the research carried out and, subsequently, we will present the data from the field research, carried out through an intervention in a group of children with difficulties in the schooling process.

## **I. Methodological path**

It is important to mention that the work of psychoeducational care with some students of Fundamental Education was linked to a research project coordinated by some of the article authors. The study was related to the process of psychological evaluation of school complaints, taking as reference the assumptions of Historical-Cultural Psychology. During the study, they were evaluated by some students of fundamental education with complaints of difficulties in the schooling process, and they were offered to continue their work with the psychoeducational care group.

The groups are led by two psychologists who are part of the authorship of this article: Master's degree and a Post-doctoral student, whose research in the Graduate Program in Psychology were related to the proposed

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activities in the psychoeducational care group. The intervention process was analyzed in the master's dissertation and in the final post-doctoral work. The first focused on the theme of the performance of psychologists in psychoeducational care groups and the second with a focus on the inter functional higher psychological functions. The two works will be guided and supervised by the third author of this article. We can say that they were all involved in the investigation.

Although have been evaluated among other children in the larger project, only five will participate in the psychoeducational support group – all with complaints of difficulties in the schooling process, as it can be identified in Chart 1 below:

Table 1 – Information about students

Student	Age	Year	Number of school failures	Complaint brought by school
Augusto	9 years old	2nd school year	Failed twice in the 2nd year	Difficulty/“aversion” (sic) for reading and writing. The school suspected dyslexia. In Mathematics, he could perform calculations mentally, as long as the problem situations were read to him.
André	8 years old	3rd school year	Failed once in the 3rd year	Difficulties with reading, writing and mathematical calculations. The school suspected he might be autistic because he didn't get along with the other kids.
Helena	9 years old	3rd school year	Failed once in the 2nd year	Difficulties with Mathematics, especially with memorizing the processes needed to carry out calculations. The school pointed out that she might have a memory disorder.
Camila	7 years old	3rd school year	She had no school failures	Difficulties in Mathematics. The school had a suspicion of dyscalculia, as she was not able to count up to 100. She did not recognize some numbers.
Alice	12 years old	4th school year	Failed once in the 1st year and once in the 3rd year	Difficulties in speaking, reading, writing and mathematics. The school suspected intellectual deficit

Source: One of the authors.

It is important to mention that the names are fictitious. Initially, we request authorization for work with children by means of the Free and Informed Consent Term (TCLE) from the parents or a person who was responsible for five children. Immediately after, we conducted interviews with the parents or those who was responsible and with the teachers, to survey the family and school life of the children. In the sequence, the meeting with the psychoeducational assistance group was agreed to take place every week, or that there were a total of 15 meetings.

The meetings took place in a room not inside the school, in which we applied Mathematics, writing and reading activities in a playful way, with various resources. Therefore, the playful activity and the study activity were related to each other. Each activity was previously elaborated, and we tried to use resources that would help the children in the process of overcoming their school difficulties from two foundations of Historical-Cultural Psychology about learning and development.

The resources have the objective of working in the activity mediation, to help the students in their realization. The playful and the study activities were used, then, according to Historical-Cultural Psychology, the students found themselves in the transition period between the parenting game activity and the study activity, because they were internalizing the real purpose of the role of the school: the learning.

It was from the activities developed with the students that we were identifying some theoretical-practical elements that can be considered by school psychologists to work with children who are on the way with complaints of difficulties in the schooling process, having as a theoretical foundation the assumptions related to the process Teaching-learning of Historical-Cultural Psychology.

## **II. Research-intervention report: psychoeducational support group**

In the intervention research we are guided by some theoretical-practical elements for the development of the activities. They are: organization of activities; affection-cognition relation; the sense and the meaning of the school and the development of the study activities; the use of mediating resources for

the development of activities; the inter functional of higher psychological functions and the role of writing and Mathematics; the collective work importance at school to overcome difficulties in the schooling process; and the importance of the relation between school and family. Next, we will discuss these theoretical-practical elements that will guide the activities and were analyzed in the research-intervention.

### **The activities organization**

As we mentioned in part two methodological procedures, all the meetings carried out were previously prepared, for the group of psychoeducational attention to the organization of the activities is fundamental. The school psychologist needs to plan the activities to provoke or develop the students' psyche. We emphasize that the objective of the schooling process consists in forming theoretical thought, or that it is only possible through planned and organized action, with the intention of resulting in the appropriation of scientific knowledge (Saviani, 2011).

In our practical planning, we consider a specific content for each meeting as a group of psychoeducational care and contemplate the following themes: what is the group of psychoeducational care and co-responsibility of two participants; role play with the school theme; the history of Mathematics; comic book about the history of Mathematics; classification two numbers; operating with numbers; values; concepts; logical sequence; logical reasoning; multiplication and division operations; problem-situations involving multiplication and division operations; self-awareness; individual psychological reassessment of two students who will participate in the psychoeducational care group; finalization of the psychoeducational care group and resumed the contents.

As far as form, after we conducted the interviews with the pedagogical counselors, the teachers and the countries, not first meeting with the students, in the psychoeducational care group, we made a presentation of the group's purpose and discussed its operation. This was fundamental to the organization.



In this session we also emphasize the objective of the group, so that they understand the reason for being there. We establish the rules in a collective way and build a chart, generating co-responsibility of two participants not complying with each one of them. Whenever an agreement was broken, we would return to the written rules in the letter. After that, some of the students began to resume the rules among themselves. In addition, in the second meeting we present a calendar with the data of the two meetings of the group and a clock as the start time of each one of them, so that they can be located on time.

We divided the meetings into three moments: initial conversation, directed activity and free activities. The initial conversation had the objective of getting to know the better life of two students, bringing them together and knowing how they were feeling during the two meetings. To mediate this conversation, we use *emoji* figures, which represent different emotions. We also have the objective of resuming as students the content they have not found before and maintaining a sequence in the teaching-learning process.

The directed activity has the purpose of transmitting the central content of the encounter, in order to promote the development of higher psychological functions. Finally, the free activity was aimed at leading the students to propose other activities than those directed, leading them in the process of selection and negotiation.

At the beginning of each meeting we highlight the objective of each activity, and this contributes so that the students organize themselves in the direction of their fulfillment and self-control of behavior. Knowing the objective of the activity, which is the answer to a need, generates reasons for learning.

In addition, we use different methodological resources, such as the role play game, the story telling with the use of figures and objects, the elaboration of history in comic books and games (logic blocks, challenge wheel, multiplication and division bingo, letter turns etc.). Also, we develop activities with golden material, with situation-problems, with existing words in the Portuguese language and invented words, with logical sequence, with presentation in front of the room (as if it was a short seminar), with the challenge of finding the seven errors, with a labyrinth, with word search and with mimicry. The use of different



methodological resources and two different material resources to promote a better involvement of the students. As defended by Asbahr (2016), the initial students' curiosity becomes motives for learning.

Each planning for the meetings as a group of psychoeducational assistance was carried out weekly, after an analysis of the development of the previous meeting and considerations about the potentialities, the difficulties and the mediations to which the students answered.

We understand that to adequately organize the teaching corresponding to the psychoeducational area, it is necessary to return to the origin of the process that led to the difficulties in the schooling process and then consider some central aspects. In this way: the content that will be worked; the form, or design, the methodology and the resources that will be used for the transmission of the content; and the recipient, no matter or someone to whom it will be transmitted or contained – as its potentialities, difficulties and to which types of mediation it responds (Martins, 2013).

For Historical-Cultural Psychology, the development of upbringing is not natural, it is not biologically given, but it needs to be instigated. Likewise, when children enter school their psychological processes are not fully formed, it is the appropriation of two scientific knowledge that will promote this development. Vygotsky (2000) starts from the understanding that the psyche develops historically and it is not a biological process, but rather a historical-cultural one.

In this way, we identified that a very important element for psychologists who work in education needs to consider is the preparation and intentional organization of their work and this involves theoretical knowledge about the periodization of development and higher psychological functions.

### **Affection-cognition relation**

At various times in the psychoeducational care group, some students demonstrated that they felt incapable of learning, and for so many times they tried to solve the proposed activities. To intervene in this situation, we propose, not first, the rule of “Don't say: I don't know”. Some of us agreed and we signed an agreement. This great help in their change of attitude and, consequently,

influences their self-image, because they tried, they made mistakes, tried again and they went right, they perceived that they were capable of learning.

We realize that the students who studied in full term had contact with the same content in the late morning period, or that they generated a lack of interest in study activities. In addition, weigh in on them preconceptions built over the course of school failure, based on suspicions of developmental disorders.

These prejudices influenced learning. In the end, at seven years of age, some students are developing self-awareness and, many times, reproduce what they repeat, alleges Luria (1990). Low expectations about them permeate their relationship with the teaching-learning process, generating intense suffering and contributing to the construction of a negative self-image.

According to Leontiev (2006), the activity of study is the activity-guide in the psychological development of upbringing that is found in school life. According to the author, the activity is related to the place occupied by the upbringing and the specific social demands made to it, which cause significant changes in its psychic development. In this way, in each stage of development, a main activity will predominate, which, in the case of the children of the psychoeducational care group, is the study activity.

All activities are characterized by new interests and the psychologist needs to know the development of the activity to act in the activation of these interests, which only socially constructed, from the way the adult makes it possible to develop activities for upbringing, as stated by Vygotsky (1984).

Therefore, in the absence of interest, it may be related to the experiences of the students with little challenging activities or to the expectations in relation to the study activity that the family and the school build. In this way, the psychologist has to create needs that motivate someone to be interested in the proposed activities and must provide the concrete conditions for their effectiveness.

In addition to the generation of interests in the study activity, emotions, affections and feelings also need to be considered, considering that these interfere with the disposition of the subject for the study activity. For this reason, at the beginning of each meeting we asked how the students were feeling that day (using

emoji figures in the mediation of the conversation). What affects and how it affects some movement-either or not in the direction of activity, and is related to the senses built in their life history from the mediations that are established (GOMES, 2014).

Therefore, another fundamental theoretical-practical element for the psychologist's performance in the teaching-learning process to take place effectively is to consider the affective-cognitive relationship, according to Gomes (2014), the school subject needs to be shaved by scientific content. so that you can be interested in study activities.

### **The sense and meaning of the school and the development of the study activity**

In the second meeting we carried out a parenting game with the “school” theme, but it was possible to perceive that the children did not have a clear meaning of the school and the function of the professionals and/or actors of the institution. The representation of the two fathers of the teacher, the student and the director, is due in the following way: Augusto, who was the teacher, left a student making a mess throughout the classroom and he was called the “cool” teacher by the students; Helena was a “nerd” (sic) student who made a mess during class and Alice was a director who did nothing.

We repeat the representation a second time, so that some of the students exchange parents, and this time it is done in the following way: Alice was a demanding teacher, who wrote no charts and asked for the students to copy or explain quickly, because she would go off ; Augusto was a director who scolded some of our students, because they were making a mess, and took them to his room, placed them seated, for punishment, without recreation and writing; and Helena was once again a “nerd” (sic) student who made a mess during the classroom.

After the game, we had a conversation with the students and it was possible to perceive appropriate meanings about the institution. When we asked about what the school represented for them, Helena told her that at the beginning of her school life she was very flat, because she was not “popular”, but now it has become legal, because she was “popular”. Immediately, she corrected and said that, in true, she

was "flat and cool at the same time" (sic). She was flat when she didn't feel smart and capable of doing things. Alice and Augusto said that the school was only flat. André failed to find what was done or the role play game, but he did not find before, he had said that the school meant "nothing" to him. Camila missed our first meetings, that's why she didn't answer the question.

We realized that the meaning of school for Helena is more related to social aspects, being seen as a place for the development of friendships and popularity. Yes, for Alice and Augusto, the school is just a flat place, and for André "nothing". We also analyzed that in the representation of Augusto in the role of director, he brought the children who were making a mess to his room, placed them sitting, as a punishment, without recreation and writing. For Augustus, the meaning of the written word was associated with a punishment.

Considering this fact, we highlight the importance of "punishments", with the intention of correcting more behaviors of the students in the classroom, not be associated with activities of reading, writing, mathematical operations or any other disciplines, so that they do not associate study activity to a punishment or something nasty. Furthermore, we emphasize that hardly the punishment does not consciously trace to the student the reason for which it should not have certain behaviors and does not have meaning for the study activity, which produces its deception and, consequently, new behaviors.

The appropriate senses by some of them about a certain phenomenon give rise to reasons for the activity, this is, move the action (LEONTIEV, 2006). The adult needs to carry out intentional actions, in order to build the senses about the school and the study activity, he must explain the meaning of the learning of each content and to which need this learning responds.

In order to exemplify, we point out the case of Augusto who was in a period of accentuated crisis, because he had an aversion to writing activities. Subsequently, from the interventions in the psychoeducational care group, which demonstrated the written history, or the social significance of the activity and its necessity for life, Augusto attributed a new meaning to the writing, or what motivated him in the direction of this activity. It can be

perceived in the eighth encounter, when he was spontaneously attached to the board to write a rule that he saw relevant to the group at that time.

Of course, we emphasize that the school psychologist needs to be clear about the function of the school in his interventions in the psychoeducational care group and also needs to understand the meanings that the students confer to the school, so that he can provide actions that we may attribute to the meaning of the school as an institution that enables their learning and their development.

Based on Leontiev (1978), the social meaning corresponds to the purpose of the socially fixed school, which we understand is configured in the transmission of the scientific knowledge, insofar as the personal meaning corresponds to the subjective understanding that someone attributes to the school, which is related to activity and consciousness. The personal sense must be identified as a social meaning, that is, or someone needs to understand that they go to school to learn.

### **The mediating resources use for the activities development**

In the psychoeducational group we use resources of diverse natures: concrete (objects), representative (second-order psychological instruments, such as writing, figures, cliffs on paper, etc.) and verbal (word). We were doing it more complex the mediating resources presented (initially we placed concrete resources, then representative and, finally, verbal), with the objective of leading the students to the development of mental action (Galperin, 1959).

By the way, we highlight the work with Mathematics carried out in the group, which was initiated with an activity of telling the history of Mathematics, using figures (which continue at the dinner tables of history) and objects (world map, terrestrial globe, stone, rope, bone, ruler, measuring tape, carpenter's meter, gold material and egg carton).

As the story was being told, we were showing the figures and objects. We explain the concepts of units, tens, hundred, thousand and two (represented in the box of eggs), and we ask that some of them represent these concepts using golden material. The figures, or world map, or terrestrial globe, or golden

material and the measurement systems are mediating resources of a representative nature, while the other objects are from concrete nature.

We used the two levels of mediating resources (concrete and representative), considering the difficulties of the two participants with Mathematics and the different levels of students' mental activity training. Both resources are constituted as signs in the regulation of the attention of two students and as mnemonic signs. In the story telling, the students remained attentive all the time, and he did not find the next one to remember the story and be able to elaborate a story in a comic book telling the story of Mathematics.

Subsequently, we found ourselves in which we carry out operations activities with numbers (sum, subtraction, multiplication and division), we use three levels of mediating resources (concrete, representative and verbal), considering the process of formation of the student's mental action. By way of example, we explain how we use mediating resources in mathematical operations according to the potentialities and difficulties of each student.

Augusto showed that he was able to perform mental operations of sum and subtraction, so that the mediation that we performed these operations was only verbal. In the operations of multiplication and division, which still have not been worked on in their series (Augusto was the only one of the group that was in the 2nd year), we initially used mediating resources of a concrete nature (logic blocks). Meanwhile, Augusto demonstrated facilities with the operations, for this reason we use mediating resources of a representative nature (non-paper cliffs) and he was able to carry out the operations.

André performed the operations of soma, subtraction and multiplication mentally, for this reason we only use verbal mediation. In the division operation, which proved to be more difficult to understand, it was necessary to use mediating resources of a representative nature (non-paper cliffs).

Helena was confused between soma and subtraction, multiplication and division, for this reason, we initially used mediating resources of a concrete nature (logical blocks). Meanwhile, when we noticed that she

managed to solve the operations with ease, we opted to use mediating resources of a representative nature (non-paper cliffs), and she I was able to perform all the operations.

We still tried to carry out only verbal mediations on the sum and subtraction operations, but Helena was unable to resolve, so we continued with the representative mediations. However, in our last meetings Helena was challenging herself to carry out the operations mentally, or what she was able to perceive when she said: “more with the trace is easy, I know, the teacher said that I need to think” (sic).

Initially, Camila did not recognize the numbers, but she also did not know how to operate with them. For this reason, we carried out an intense mediation from the first meetings, in which we worked on mathematical concepts prior to the number. Camila liked much of the golden material, therefore we use it as a mediating resource of a concrete nature. In the run the encounters, the sum and subtraction operations advanced and we used mediating resources of a representative nature (non-paper cliffs) and she managed to resolve the operations. However, Camila remains with difficulties in the operations of multiplication and division, therefore, for these operations we continue to use mediating resources of a concrete nature at the end.

Alice was able to carry out all the operations mentally, because of the mediations that we performed with her as soon as you could speak. The mediating resources will be constituted as signs for the formation of mental action.

The psychoeducational care group is fundamental to the intervention of the psychologist in the development of the potentialities of the students, because, when acting in the proximal development zone, Vygotsky (1995) affirms that the psychological functions that are in development are mobilized. In this way, we observe the overcoming of their scholastic difficulties. The intervention may occur through the use of falsehood or the interposition of other mediating resources that act without external control of the students' behavior.



In order to exemplify, we cite when we asked what the students were reminded about or found earlier, what knowledge they had about a theme (in order to split two spontaneous concepts in the direction of scientific concepts), when we directed two students' attention to the activity, when We asked questions aiming to help the difficulties that we were having in relation to the activity, when we corrected the errors, when we mediated the resolution of conflicts among the students.

The psychologist and the teacher, to intervene in the work with children with difficulties in the schooling process, can help them in the appropriation of two signs, leading them to overcome or that is in the level of real development, investing in the area of close development, which, according to Vygotsky (2005, p. 37), means “[...] to determine the future steps and the dynamics of its development, and to examine not only what development has produced, but what will produce the process of maturation ”.

For this reason, the importance of the work in the area of proximate development, whose focus is not lacking, but not that it is in the process of developing, this is, or potential development. Furthermore, Asbahr (2011, 2016) affirms the importance of working with the area of close development of upbringing, aiming to promote or develop higher psychological functions and study activities.

The mediation, which occurs from the internalization of two material and psychological instruments<sup>6</sup>, causes the development of higher psychological functions. He is the adult who shows the signs and his social function primarily as an interpsychic activity. After these instruments and signs began to act as mediators in the relation between children and reality, helping in the resolution of activities, not directly, but mediated.

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<sup>6</sup> According to Vygotski and Luria (2007) the (technical) instrument is the one that causes transformations in external objects, and the signs have the function of modifying behavior, therefore causing an internal change.

## **The inter functional relation of higher psychological functions and the role of writing and mathematics**

Some activities were permeated by using written records and by the activities proposal linked to the concepts developed in the discipline of Mathematics. In general, we observe that the mediating resources mobilize various higher psychological functions simultaneously, this is, perception, voluntary attention, logical memory and the capacity for abstraction and generalization in both students. We emphasize that the activities and mediations carried out in the psychoeducational care group need to consider the inter functional way of the higher psychological functions, or rather, the objective of promoting or developing the higher psychological functions as a whole, and not focus on one or another function. By way of example, we cite some of the activities that we carry out in the psychoeducational care group.

We played two games in the activities in which we worked with the concept of classification. First of all, we make thirty figures available and we ask them separate into groups and as names. This game required the mediated perception of each figure, voluntary attention to the game, knowledge of concepts (vocabulary) and the ability to make generalizations.

The second game we played was dominoes with logical blocks. We equally divide the pieces among the participants and then the first player starts the game, choosing a piece and verbalizing its characteristics (color, geometric shape, size and thickness). The second player plays a game that matches some of the characteristics of the previous game, and so on.

This game required mediated perception of the characteristics of each piece, voluntary attention to the piece placed by the previous player and the abstraction capacity of the characteristics of the pieces, in order to select a correct piece to play. We emphasize that in these games we need to carry out mediation by means of the verbal sign, or sign, by language. Luria (1991) explains that language allows duplicating the perceptive world, therefore, through the word mediation, the child was able to isolate the individual

elements, surpassing the natural structure of the perceptive field. In this way, the word led children to abstraction and generalization.

The activities in which we work with logical reasoning (playing two seven wrongs, labyrinth and word hunting), logical sequence and operation with numbers, also mobilize various psychological functions, such as mediated perception, voluntary attention, abstraction and generalization (involving mathematical concepts and the rules of mathematical operations), voluntary and self-control of behavior. These language activities were mediating, helping to conceive and construct abstract thought through words (Martins, 2011).

In all the encounters, the children make a record using writing, because, as a sign, it interferes with the development of higher psychological functions, such as active memory and voluntary attention. As Vygotsky (1993) affirms, in school the writing and reading activities demand from the child an improvement, because the teaching of written language and reading causes the development of higher psychological functions. Similarly, Mathematics also contributed to the development of higher psychological functions and the formation of mental actions (Galperin, 1959). The realization of two mathematical records produces changes in the child's psyche (Fiorentini, 1995).

Vygotsky (1995) points out that either the use of two mediating resources broadens the action of the subject on the world, in case of the technical instruments, or on his own behavior, in the case of the signs.

Understanding the inter functional way of higher psychological functions and the role of writing and mathematics in the enhancement of these functions is a fundamental element for the performance of the school psychologist in front of a students' group with difficulties in the schooling process.

### **The importance of collective work at school to overcome the schooling process difficulties**

In our work as the students, we held conversations with the teacher of the Pedagogical Support Room. In conversations, the psychologists will present the themes at two meetings held as a psychoeducational care group, discuss some

strategies used, such as role play games, explaining the importance of these activities in the period of development in which the children find themselves, such as objective of leading the child to the period following the study activity. In addition, they will highlight the potentialities and difficulties of the students, as well as the measures carried out to overcome these difficulties.

The teacher of the Pedagogical Support Room also shared experiences lived with the students, commented on the difficulties of them and the mediations carried out by her and explained the reality of pedagogical work, such as when she commented about the difficulty of continuing the work when the students were absent.

We were also held conversations with the regent teachers, according to their availability, before finishing we met for an evaluation of two teachers after one of them started the psychoeducational care group.

In this sense, we find that the Psychology professional who works in the school needs to be close to the teachers and the pedagogical team, in order to develop a collective work for the student's learning.

As we have seen, the educational work enables the development of the psyche of two subjects in the school through the mediation of two scientific knowledge (Saviani, 2011), and this work is extremely complex. Considering this complexity, we understand that collective work among teachers, psychologists and other educational professionals is necessary to achieve this goal (Marsiglia & Saccomani, 2016).

### **The importance of the relationship between school and family**

The involvement of the family in the work carried out was also very important. The relation between the family and the school is fundamental for the development of the student's psyche, considering that the family is the first and foremost, not the one from which the child is inserted and begins to be educated (Leontiev, 1978). In working with the family, it is possible to obtain important information about the life history and the process of schooling of the upbringing, and it is possible to guide the family in relation to the difficulties in the schooling

process. In our community, we walk in the direction of looking for job alternatives in the school with a view to appropriating two skills for the students.

### **III. Some considerations**

In the intervention research carried out, we can identify some theoretical-practical elements that can help a school and educational psychologist to develop an action with a psychoeducational care group based on Historical-Cultural Psychology.

Organizing the activity is extremely important, because it becomes an intentional, directed action, which enables the development of higher psychological functions, which are not spontaneous functions, which need to be developed through the mediation of the instruments and the signs. Those who make these mediations available, in the case of our research, are Psychology professionals, who act in the development of the potentialities of children, based on two historical meanings about the teaching and learning processes and two senses attributed by children to study activity, too important for the development of his psyche.

However, since the work of the psychologist in the school cannot be done individually, the collective activity of the teachers and the pedagogical team makes all the difference to help the process of overcoming the school difficulties of the two students, as well as the school-family relationship must also be rescued, so that the school knows the children's external reality and guides the family.

Each theoretical-practical element addressed in this article is intertwined in the psychologist's work at the school, giving support for a practice that perceives the child as a whole being. In this sense, the role of the psychologist with children who present school difficulties complaints in the schooling process is to go beyond the difficulties centralized in them, acting on various fronts, without losing sight of the children who find themselves weakened by not feeling capable as the other students of the room.

The intervention research carried out made it possible to structure/organize the theoretical-practical elements exposed in this work. Through the psychoeducational support group, we can observe the relevance of the proposal activity, the sense of contributing to the school or the performance of its function of, through the curricular contents, the scientific knowledge, provoke or develop the students' higher psychological functions.

It is this teaching-learning process that the psychologist fears to be inserted in the school, seeking, together with all those involved in the pedagogical process, paths for such a process to be effective and provide or develop the teachers and students' humanization.

We are clear that overcoming school failure does not depend on the performance of the psychologist at school. We know that in a society divided into social classes, the failure of some – generally the poor students, who have little opportunity to access the good materials and cultures developed by humanity – is necessary to keep alive the exploration of one class by another.

In the struggle is for the overcoming of society, but in the school place, in addition to this collective struggle, the psychologist can develop a practice that promotes psychological development since the curricular contents are still not appropriated, intervening by means of the groups of psychoeducational assistance, escaping from the historical “moorings” of the performance of Psychology in a traditional, individualizing and pathologizing way.

In a year in which Lei n was approved. 13,935, of December 11, 2019, which provides for the provision of Psychology and Social Services in public Basic Education networks, it is urgent that we think about interventions that contribute to the emancipation of educational actors with a view to fulfilling the social objective of school.

At this point, we agree with Duarte (2006) when he mentions that a critical intellectual must contribute so that everyone has access to scientific knowledge, through the schooling process. We also hope, with this article, to help teachers and researchers in the line of intervention in School and Educational Psychology.

## Informe de investigación sobre la intervención de psicólogos en grupos de atención psicoeducativa: aportes desde la Psicología Histórico-Cultural

**RESUMEN:** El enfrentamiento de la Psicología Escolar en Brasil, en lo que respecta a los problemas en el proceso de enseñanza-aprendizaje, muchas veces se centró en prácticas dirigidas a los estudiantes, desconectadas del contexto escolar y proclives a la patologización del estudiante. Frente a esta práctica asistimos a acciones que buscan tomar en cuenta las condiciones históricas y sociales que permean el proceso de enseñanza-aprendizaje, como se explicará en este artículo. Nuestro objetivo es relatar datos de una investigación que se centró en la atención psicoeducativa, realizada por psicólogos, como una forma de ayudar a la escuela a superar las dificultades en el proceso de escolarización. El estudio se basó en la Psicología Histórico-Cultural, y tuvo una investigación de campo en la que se realizaron actividades con un grupo de alumnos de la escuela primaria I con quejas escolares referidos por una escuela pública ubicada en el noroeste del Estado de Paraná. Realizamos reuniones grupales semanales. Los resultados obtenidos en la investigación demostraron que las mediaciones realizadas por los psicólogos en el grupo de atención psicoeducativa ayudan en la superación de dificultades en el proceso de escolarización; que la unidad afecto-cognición moviliza la apropiación del conocimiento; y que la proposición de actividades provoque el desarrollo interfuncional de las funciones psicológicas superiores, brindando oportunidades de avance en el desarrollo de los estudiantes. Este tipo de actividad, por lo tanto, contribuye a la escuela en el sentido de conducir a los estudiantes al conocimiento científico apropiado.

**Palabras clave:** Intervención del psicólogo. Dificultades en el proceso de escolarización. Psicología Histórico-Cultural.

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