

International Journal of Human Sciences Research

TEACHERS' PERCEPTIONS ABOUT THE LEARNING DIFFICULTIES PRESENTED BY STUDENTS OF INTEGRATED HIGH SCHOOL

Ludimila Duque de Castro

Instituto Federal de Brasília (Federal Institute of Brasilia)

Brasília – DF

<http://lattes.cnpq.br/7566420159888067>

Simone Braz Ferreira Gontijo,

Instituto Federal de Brasília (Federal Institute of Brasilia)

Brasília – Federal District

<http://lattes.cnpq.br/6448190142283114>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: This article aimed to analyze the perception of teachers in relation to the learning difficulties presented by high school students integrated to professional education. The research, of a qualitative nature, was carried out in a High School course integrated with professional education, at a Brazilian Federal Institute. Data collection took place through a questionnaire applied to teachers, via google forms and it was possible to conclude that teachers do not differentiate the terms difficulties, disorder and disorder and do not identify their specificities. We also conclude that the role of the school is of fundamental importance in the continuing education of teachers. It is necessary to realize the importance of knowledge about the main learning difficulties presented by students in order to think of forms of intervention that can help the teaching and learning process of these students.

Keywords: Learning difficulties, integrated secondary education, teaching and learning.

INTRODUCTION

In the school environment, learning difficulties are a present and recurrent concern among teachers. There are several aspects that involve this theme, especially when the student enters High School, as this usually involves a school, as elementary schools do not always offer this stage of basic education. Therefore, the student finds himself in a new school space, with new colleagues and teachers. In this article, we will approach a specific modality of High School, the one integrated with technical professional education. According to the Law of Guidelines and Bases of National Education, Law 9394/1996, the integrated offer is intended “for those who have already completed elementary school, and the course is planned in order to lead the student to high school technical professional qualification, in the same educational institution, with a single

enrollment”. (BRASIL, 1996, Article 36-C)

Students entering Integrated High School (EMI) usually have some difficulties in adapting to new teachers, new subjects, new colleagues and new subjects. It’s a “new” school world. In the context of the difficulties faced, in addition to the teacher’s referral, some students seek specialized help from other education professionals. At the Federal Institute there is a Coordination dedicated to Student Assistance and Inclusion (CDAE) aimed at meeting these demands. The article deals specifically with the learning difficulties of students entering the EMI (Integrated High School) from the perception of teachers, as it is inferred that, in some situations, difficulties related to learning become an impediment for the student to develop their skills and the autonomy that is expected of him and remains in school. Therefore, it is essential for teachers to be able to recognize signs of learning difficulties that will make it impossible for students to continue in school and achieve success throughout their training path. It is noteworthy that high school students already have a trajectory, with experiences of successes and frustrations that permeate their relationship with the school and with teachers, and these stories must be considered in all their complexity. These are individuals with potential, difficulties and subjectivities.

The teacher’s work has a singularity, as it is necessary to know the “other” with which we will relate in the dialectical process that is learning and teaching. Therefore, the aim of this article is to present an analysis of the perception of teachers in relation to the most recurrent learning difficulties presented by students in integrated secondary education.

HIGH SCHOOL INTEGRATED WITH PROFESSIONAL EDUCATION

At school, students and teachers are essential subjects in the construction of

social relationships that are solidified as there is coexistence, exchange of experiences, knowledge, and life stories. And, as a space permeated by the teaching and learning processes, relationships are experienced through these processes, favoring the construction of knowledge.

The school environment is welcoming, but it is also a source of uncertainty and insecurity. The high school student is going through a phase of transformation and brings with him a range of potential. In order to be able to help this young person, it is important to know him, to know what his difficulties, fears, anxieties and expectations are. What are your dreams, your projects for life, what paths do you intend to follow. It is by getting to know this young person that it is possible to intervene and help in their development at school, in their learning.

Nascimento (2002) states that the school needs to assume the responsibility of preparing young people for life, which is not only training them with the aim of getting them into the world of work, exercising a profession. It is to enable them to develop, establish affective relationships, constitute themselves as a critical human being, giving them tools to exercise their autonomy and be protagonists of their history. Teixeira et al. 2006, p.98, states that:

To perceive the student as a socio-historical being is to recognize the importance of his world in the constitution of his being. And this world, in addition to not being reduced to the school space, is usually permeated with conflicts, challenges and contradictions, often due to the student's own physical, psychological, affective, social and cognitive development process.

Thus, it is important to welcome these students in the perspective of guiding them not only in the school environment, but along the paths they will take outside the school. As a social institution, the school cannot be

considered autonomously and independent of the historical-social reality, as it is an integral and inseparable part of the set of other phenomena that make up the social totality (FRANCO, 1991).

It is the culture of the school that, transformed, can provide opportunities for young people to grow and achieve in their present and future lives. As a space for socialization and transformation, the school can provide the integral development of students in an omnilateral perspective, that is, aiming at the formation of a human being.

developed in its potential, through an educational process that takes into account scientific, political and aesthetic training. Only this way can the pedagogical act be emancipatory and free the beings of the species, whether from the ignominy of ignorance and misery, or from the stupidity of domination (ROMÃO, 2010, p. 34.)

It is noteworthy that in integrated secondary education, the pedagogical work must articulate two instances of knowledge - the technical area and the propaedeutic area - thinking of the subject as a whole. It must allow the student's emancipation as an active subject in society; in the link between education and the world of work; in work as an educational principle and that minimizes the differences established by a dual school. The articulation of high school with technical education is essential for overcoming some gaps in education to reach all students, according to the needs of each one. Thinking about technical education integrated to high school is "a circumstantial need - social and historical - for technological education to be effective for the children of workers (a possibility of overcoming dual schooling)". (FRIGOTTO; CIAVATTA; RAMOS, 2005, p.45).

Thus, an education in which it is possible to integrate not limited to disciplines, but which seeks to work with the student in an

integral way, considering all aspects of their life and providing them with the possibility of professional practice, essential for this audience, in which many are subject to social vulnerabilities is, in itself, an inclusive education.

LEARNING DIFFICULTIES IN HIGH SCHOOL

To think about learning in the school environment presupposes confronting it with the students' individuality, as each one has a different and specific way to learn. To learn is essential for human development and is intrinsically linked to social interactions. From the Vygotskian perspective, it is "the fundamental vehicle for the dynamic transmission (from inter to intrapersonal) of social, historical, and culturally constructed knowledge." (MOREIRA, 2017, p. 110).

Cultural-historical psychology will bring us reflections on how human beings develop and how learning takes place. The human being, as a historical-cultural being, develops through relationships with the environment in which he lives, with the help of other individuals, through the culture in which he is inserted, through the exchange of experiences with the other.

Thus, "the individual's relationships with culture are an essential condition for their development, since they create aptitudes and capacities that do not exist in the individual at birth" (CARRARA, 2004, p. 142). It is from the relationships that are established between individuals, and between them and the environment, through the sharing of knowledge, experiences and experiences, that learning takes place. Learning brings with it the possibility of something new, incorporated into the set of elements that make up the individual's life, relating to the change in the knowledge he already possesses. It also brings the perspective of something specific to each

person, that is, no one learns through the other, just as no one learns in the same way. (NUNES; SILVEIRA, 2009, p. 9)

It is important for the learning process, the individual's contact with the environment, with the society in which he lives, because, by being in contact with the other, he develops and learns. We are learning all the time and we are faced with situations in which interaction with the other leads us to new situations in which it is possible to learn something new, and the new accumulates with concepts that already exist.

Fontana (1991) emphasizes the premise that learning presupposes change in an individual's potential behavior due to their experiences. And, in this work, we will think about learning from this conception, that is, related to change, meaning and expansion of the individual's internal and external experiences (NUNES; SILVEIRA, 2009, p. 9).

It is understood that there is learning when there is a change in behavior, attitude, way of thinking and acting in situations. Learning must provide individuals with significant changes that are related to changes in behavior, attitudes, the application of new knowledge and situations. It is essential to emphasize the importance of all subjects who participate in this process of interaction and exchange, which is the teaching and learning process, and for that we will focus on the role of the teacher and the student in this process.

It is up to the teacher to mediate knowledge, stimulating the student in the learning process. It is also worth investigating what they bring to the classroom, their life experiences, the knowledge they have already acquired, allowing the learning that will take place there to be, in fact, significant. Zabala (2014, p.101) states that "one of the teachers' tasks will consist in creating a motivating environment, which generates a positive self-concept in boys and girls with confidence in their own

competence to face the challenges that present themselves in the class". The teacher, based on this mediation, must provide students with tools so that they are active subjects of their learning process.

Libâneo (1994, p.47) affirms that the teaching work constitutes the professional exercise of the teacher and this is his/her first commitment to society. Its responsibility is to prepare students to become active citizens and participants in the family, at work, in class associations, in cultural and political life. It is a fundamentally social activity, because it contributes to the cultural and scientific formation of the people, an indispensable task for other democratic achievements. Regarding the student, Luckesi (1993, p. 114 apud SILVA, 2011, p.9) explains that "[...] the student is the one who, participating in the process, learns and develops, becoming an active subject of his personal history as well as of human history". The student must be an active subject in their learning process, must participate in the construction of this process, must not only passively receive the content, but must be a participant subject, who questions, who criticizes, who clears doubts, who establishes a relationship with whoever teaches. But not all learning is the same and, as it is based on different interactions, some difficulties may appear and become more evident at school, as it is the space in which teaching and learning relationships take place. For some students, the learning process does not occur according to a pattern, and there may be difficulties of different orders.

Learning difficulties are due to numerous factors: internal and external factors to individuals, which are related to emotional, physical, socioeconomic, cultural, structural characteristics, among others. Maybe the interaction doesn't work because the teacher's explanation is not good enough or it might even be inconsistent, or maybe there are disturbances in the situation. (ILLERIS, 2013, p.20).

By considering different situations to which students are exposed, different difficulties may arise in the teaching and learning process. It is also noteworthy that when there is difficulty in learning, a thorough assessment is needed, as it is necessary to think of interventions that enable the student to overcome these difficulties.

The learning problem can be considered a symptom, in the sense that not learning does not constitute a permanent picture, the way, the intensity with which they present themselves, and the duration make it difficult for the teacher to differentiate a learning problem from a disorder, leaving an expert in the field to differentiate one from the other (LYRA, 2015, p.13).

Diagnosing learning difficulties is a complex task that is not just up to the teacher. The work of a multidisciplinary team is essential for this. It is up to the teacher to identify this need to refer the student to this service and, subsequently, make the necessary adaptations to the pedagogical work. It must be noted that these difficulties must not be considered a definitive problem, it is a moment of experience or of the school work (CHABANNE, 2006, p. 16). Thus, entry into high school can enhance difficulties related to learning that the student already brings since the beginning of school life, but which were not identified. Often, these are situations that, from the student's point of view, seem normal, as they are part of their daily lives, but they can compromise their learning process if there is no intervention. The student who has some type of difficulty needs special attention from the school, since the teacher's watchful eye makes a difference in their learning. Learning difficulties can also be motivated by neurological, psychological, functional, social, cultural, family and pedagogical factors and it is important to highlight these characteristics that can determine whether the student has a difficulty, a disorder or a disorder. This favors

better understanding and distinction of the condition/intervention. (ROZEK; SERRA, 2015, p.176).

The difficulty is “a more global and comprehensive term with causes related to the subject who learns, with the pedagogical contents, with the teacher, with the teaching methods, with the physical and social environment of the school”. (CAPELLINI, 2010, p.12). Learning difficulties are classified as dyslexia (difficulties in reading), dyscalculia (difficulties in calculation), dysgraphia (difficulties in writing) and learning difficulties not otherwise specified (APA, 2002; RIDEAU, 1977 apud USSENE, SIMBINE, 2015, p.47). The disorder “is a generic expression that refers to a heterogeneous group of alterations manifested by significant difficulties in the acquisition and use of hearing, speaking, reading, writing, reasoning or mathematical skills.” (CAPELLINI, 2010, p.12). But the disorders are related to problems.

in the acquisition and development of brain functions involved in the act of learning, such as dyslexia, dyscalculia and writing disorder. In addition to specific learning disorders, attention deficit/hyperactivity disorder (ADHD) and coordination development disorder (DCD) are mentioned as entities related to poor school performance. (SIQUEIRA; GIANETTI, 2010, p.80)

Specific learning disorders are classified by the Diagnostic and Statistical Manual of Mental Disorders as the situation in which an individual’s “scores on standardized and individually administered tests of reading, math, or writing skills are substantially lower than expected for their age, education, and intelligence level” (SIQUEIRA; GIANETTI, 2010, p.80)

Therefore, when the student has some difficulty in learning, it is necessary to search for what may be the motivation of this situation, as the problem may be related from the methodology used by teachers to

situations outside the school context, such as, by example, family relationships. After this diagnosis process, it is essential to refer students to adequate and assertive care, which often goes beyond the school walls, in search of professionals from other areas.

METHOD

This research aimed to analyze the perception of teachers in relation to the most recurrent learning difficulties presented by integrated high school students. It was carried out through the qualitative research approach.

Qualitative research allowed a closer approximation of the researched object, as stated by Flick (2009, p.25) “qualitative methods consider the researcher’s communication in the field as an explicit part of the production of knowledge, rather than simply facing it as a variable to interfere in the process”. Taking into account the importance of knowing the learning difficulties presented by EMI (Integrated High School) students, from the perspective of qualitative research, we sought to approach the object, considering the point of view of the people involved in this process.

For this, a questionnaire was applied, via *Google Forms*, in which all teachers of the integrated high school were invited to respond. Of 46 teachers, 10 teachers responded to the instrument.

The questionnaire consisted of two sections. The first sought to trace the profile of the teacher and the second section presented open questions with the aim of analyzing the perception of teachers in relation to the most recurrent learning difficulties presented by students in Integrated High School.

RESULTS AND DISCUSSION

The analysis of the questionnaire was performed by previously defined categories. In the first section, it dealt with the profile of

teachers and found 66.7% are male and 33.3% female. The age of the teachers is between 31 and 46 years old. As for the professional profile, 80% are Masters and 20% Doctors. The teaching experience of 67% is 14 years or more in teaching, with more than 3 years in integrated high school.

Teachers were asked what they mean by a learning disability. The answers were questions related to content, individual conditions, skills and abilities, logical reasoning in certain situations and contexts, problem situations involving established models, interpersonal actions and issues related to social, cultural and psychological factors. The following excerpts highlight these perceptions:

It would be the problem situation of meeting the demands that involve an established cognitive model to fulfill interpersonal actions, reading, writing, creativity and other standard ways to develop specific skills in some area, specialty, etc. (P05)

Mazer, Bello and Bazon (2009, p. 10) state that learning difficulties must not be treated as if they were insoluble problems, but as challenges that are part of the learning process itself. Thus, it is inferred that teachers are clear about this concept. Therefore, for purposes of analyzing the data collected, we will use the terms difficulties, disorders and learning disorders in an equivalent way, as teachers have not always demonstrated that they differentiate between the specificities that distinguish these terms. In the question that the teachers asked about the most recurrent learning difficulties presented by the students, the difficulties of reading, writing, mathematics, text interpretation, focus, attention, relationships (interpersonal) and motor control (coordination, agility, strength and flexibility) were presented.). Some factors that also stand out: *“Difficulty in processes involving creative thinking; the subjectivity and inventiveness of the student; difficulty in understanding statements; difficulty with long*

projects, which need a larger projection to visualize the results; Difficulties in establishing abstract relationships between presented content. (P01).”

Teachers were asked how learning difficulties manifested in daily school life. Answers related to the lack of interest of students were the most recurrent. Teachers also mentioned: resistance in carrying out the proposed activities; they cannot express their subjectivity, their opinion; lack of participation; in activities carried out that do not correspond to the established criteria; lack of autonomy; lack of assimilation of contents; lack of focus and attention to activities and classes; lack of understanding of issues in assessments and/or theoretical work; they cannot explain what they understand about a given subject; poorly developed motor learning, making it difficult to perform complex movements; work not carried out; procrastination.

Difficulties are manifested in the daily life of the classroom, for example, when students misunderstand what was to be done in an exercise; when they resist the proposal of a more complex activity or that requires greater involvement and dedication to carry it out [...] (P01).

Thus, it is inferred that for teachers, learning difficulties are demonstrated based on the behavior of students. It is noticed, through the reports, that these behaviors are also seen as a form of defense for the student. Teachers were asked what criteria they consider to identify that a student has a learning disability. In general, the answers given by the professors mention aspects related to some type of absence, as pointed out by the professor below: In general, I work with a list of criteria. [...] sometimes it's just an undeveloped skill, but that can be worked on in the classroom throughout high school (I understand that students are still developing - P02).

It is noteworthy that the behavior of students, the way they put themselves in

different situations is once again highlighted by the teachers. Learning difficulties are also associated with dropping out of school. Figueiredo and Salles (2017, p.362) state that dropout rates are higher among students who are poorly motivated in educational and occupational terms. Teachers participating in the research corroborate this idea by highlighting that motivational factors are decisive for the student's permanence in school, as pointed out by Professor 3:

Perception about their posture in the classroom, their interest and motivation, as well as the results of assessments. (P03)

On the other hand, the absence of these aspects corresponds to the characteristics of students who have some learning difficulty.

Teachers were asked the causes of learning difficulties, since understanding the causes allows planning interventions that minimize them. In this sense, Professor 02 relates learning difficulties to external issues arising from the family environment. *"The vast majority of students who have learning difficulties are also from families that have many other difficulties. (P02)"*

The role of the school in the face of learning difficulties is also highlighted. The school is a social, cultural, training and citizenship space. The school, attentive to the organization of interpersonal relationships and coexistence, can effectively lead its participants to consciously intervene in reality in a co-responsible way. For this it is necessary to create spaces for collective dialogues. (TEIXEIRA et al, 2006, p.97) This perception is corroborated in the following statements:

To establish links for dialogue in the relationship within the classroom, make agreements with students seeking to establish the best way of acting together. Rethinking, reframing methodologies, daily activities, subverting the content-proof relationship, subverting institutional mechanisms that make learning difficult. Studying more and,

mainly, discussing and exchanging with colleagues about their realities and actions. (P06)

In this process, the teacher's role assumes relevance due to its role as a mediator in the learning process and, consequently, as a motivator for students. Understanding the students' difficulties collaborates with the intervention in relation to these problems and promotes reflection on the pedagogical intervention. About this, Professor 05 points out that the faculty can promote learning:

To stimulate, think/reason; present diversified activities and with less complex activity levels; encouraging participation in cultural and sporting activities; presenting current data and information on the importance of knowledge in certain activities and attitudes [...] (P05)

Another concern of teachers in relation to learning difficulties is focused on collective work and continuing education, as pointed out by Professor 07:

Carrying out continuing education; Permanently debating the issue with the campus pedagogical team and fellow male / female professors. (P7)

Thus, the importance of continuing education is highlighted, as it is essential to know the learning difficulties in order to be able to act pedagogically in order to ensure students' learning. The teaching and learning process is a collective construction and understanding the nuances that exist in this process implies getting to know our students and meeting their needs, prioritizing their learning, well-being and permanence in school. Thus, some teachers analyze whether or not students have learning difficulties based on criteria established by themselves. It is understood that there is concern. However, it is inferred that this analysis provides a superficial view of the problem. Teachers present criteria such as:

Interest in the act of speech, observation, curiosity, even though there are multiple forms of learning stimulating several senses at the same time; daily diagnosis through dialogue: the criterion of sincerity, I ask and the student answers how, what, when there is difficulty; student does not correspond well to the evaluative mechanisms imposed and/or negotiable; affective-emotional, psychological criteria. (P06)

Thus, it is up to the school to know more about the learning difficulties in order to be able to use appropriate methodologies and pedagogical proposals that help so that the teaching and learning process occurs, providing opportunities for learning for all.

When the teachers were asked about how to intervene to minimize the students' learning difficulties, the answers were the need for the participation of the school community; the use of active methodologies; organization and planning of studies; and the promotion of dialogue in the classroom, as pointed out by Professor 01.

Working in the classroom with group activities and collective approaches, in order to promote the integration and development of those with learning difficulties; Using active methodologies, such as project-based learning, for example, in order to present other forms of knowledge production and educational development that promote the autonomy of the (male/female student - P01)

The last question in the questionnaire asked teachers how safe they feel to inform and discuss with other teachers, parents and coaches about learning difficulties. Only one teacher declared that he did not feel safe. The importance of continuing education for the improvement of the teacher's work is highlighted once again.

FINAL CONSIDERATIONS

Learning happens when there is interaction with the other, interaction between those who teach and those who learn, interaction that allows for transformation.

During the teaching and learning process, different types of difficulties arise that involve physical, pedagogical, emotional, social aspects, which will impact the students' teaching and learning process.

From the data, it is concluded that teachers do not differentiate the terms difficulties, disorder and disorder and do not identify their specificities.

In general, teachers perceive students' learning difficulties based on non-assimilated content, skills and abilities that have not yet been developed, due to behavior, manifestations outside the classroom related to family contexts, among others. They also point out the importance of the school in the intervention related to learning difficulties.

Therefore, based on these perceptions, it is inferred that intervening in different situations in which learning difficulties arise is not a simple task; interventions are not limited to activities developed in the school environment and all professionals involved with these students are co-responsible for student success.

In addition, it was evident that the school institution must be concerned with the continuing education of teachers, enabling knowledge about learning difficulties, so that students can be assisted in their needs.

REFERENCES

BRASIL. Lei 9394 de 20 de dezembro de 1996. **Estabelece as diretrizes e bases da educação nacional**, 1996.

BRASIL, Secretaria Nacional de Assistência Social, Ministério do Desenvolvimento Social e Combate à Fome. Resolução do Conselho Nacional de Assistência Social – CNAS. **Aprova a Política Nacional de Assistência Social – PNAS**. Brasília: Ministério do Desenvolvimento Social e Combate à Fome; 2009.

CAPELLINI, S. A.; GERMANO, G. D.; Cunha, ORLANDI, Vera Lúcia (org.). **Transtornos de aprendizagem e Transtornos de atenção: da avaliação à intervenção**. São José dos Campos: Pulso Editorial, 2010.

CARRARA, Kester (org). **Introdução à Psicologia da educação: seis abordagens**. São Paulo: Avercamp, 2004.

CHABANNE, Jean Luc. **Dificuldades de Aprendizagem: um enfoque inovador do ensino escolar**. São Paulo: Ática, 2006.

FIGUEIREDO, Natália Gomes da Silva; SALLES, Denise Medeiros. **Educação Profissional e evasão escolar em contexto: motivos e reflexões**. Ensaio: aval. pol. públ. Educ., Rio de Janeiro, v.25, n. 95, 2017.

FLICK, Uwe. **Uma introdução à pesquisa qualitativa**. Porto Alegre: Artmed, 2009.

FONTANA, David. **Psicologia para professores**. São Paulo: Manole, LTDA, 1991.

FRANCO, L. A. C. A escola do trabalho e o trabalho da escola. São Paulo: 3ª ed. Cortez, 1991.

FRIGOTTO, Gaudêncio; CIAVATTA, Maria; RAMOS, Marise; FERREIRA, Eliza Bartolozzi; GARCIA, Sandra; CORRÊA, Vera. **Ensino médio integrado: concepções e contradições**. São Paulo: Cortez, 2005.

FREIRE, Paulo. **Pedagogia do Oprimido**. 17ª Ed. Rio de Janeiro, Paz e Terra, 1987.

ILLERIS, Knud (org). **Teorias Contemporâneas da Aprendizagem**. Porto Alegre: Penso, 2013.

LYRA, Glaciene Januário Hottis. **Dificuldades de aprendizagem - As dificuldades de Aprendizagem no Contexto Escolar; Patologias ou Intervenções Pedagógicas não adequadas: o Universo do impedimento do não Saber; o ser Aprendiz em risco - Revista Científica Semana Acadêmica**. Fortaleza, ano MMXV, Nº. 000070, 2015.

MATTOS, Paulo. Painel brasileiro de especialistas sobre diagnóstico do transtorno de déficit de atenção/hiperatividade (TDAH) em adultos. **Rev Psiquiatria**. RS, 2006.

MAZER, Sheila Maria; BELLO, Alessandra Cristina Dal; BAZON, Marina Rezende. Dificuldade de aprendizagem: revisão de literatura sobre os fatores de risco associados. **Psic. da Ed.**, São Paulo, 2009.

MOREIRA, Marco Antonio. **Teorias da Aprendizagem**. São Paulo: EPU, 2017.

NASCIMENTO, Ivany Pinto. As representações sociais do Projeto de Vida dos adolescentes: um estudo psicossocial. **Tese de doutorado**, Pontifícia Universidade Católica de São Paulo, SP, Brasil, 2002.

NUNES, Ana Ignez Belém; SILVEIRA, Rosemary do Nascimento. **Psicologia da Aprendizagem**. EdUECE, 3ª ed. rev., Fortaleza: 2015.

RAMOS, Marise. Concepção do ensino médio integrado. **Revista Ícone**, São Luiz de Montes Belos/GO, v. 6, 2008.

ROMÃO, José. E. Ensino Médio e a omnilateralidade: educação profissional no século XXI. **Ecoos Rev. Cient.**, São Paulo, v. 12, n. 1, p. 27-49, jan./jun. 2010.

ROZEK, Marlene; SERRA, Rodrigo Giacobbo. **Dificuldades de aprendizagem e problemas emocionais: reflexões sobre a necessidade de uma proposta de formação docente**. Educação Por Escrito, Porto Alegre, v. 6, n. 1, 2015.

TEIXEIRA, Célia Maria Ferreira da Silva; et al. **Escola como espaço de prevenção de risco: Relato de experiência**. Revista Solta a Voz, v. 17, n. 2, 2006.

USSENE, Camilo; SIMBINE, Lúcia Suzete (org). **Necessidades Educativas Especiais:** Acesso, Igualdade e Inclusão. Maputo,2015.

ZABALA, Antoni. **A prática educativa:** Como ensinar. Porto Alegre: Artmed - Penso, 2014.