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LEARNING DIFFICULTIES OF STUDENTS AND PSYCHO-PEDAGOGICAL INTERVENTION

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Abstract: Current legislation in Brazil recognizes people with disabilities as subjects of rights and establishes the reduction of barriers so that this population can exercise their citizenship, but there are still several barriers that make this process difficult. Documents such as the 1988 Brazilian Constitution, the 2007 International Convention on the Rights of Persons with Disabilities and, more recently, the 2015 Brazilian Inclusion Law, affirm the need to promote the social protagonism of people with disabilities. Among the forms of protagonism, organizations of people with disabilities play an important role in the defense of rights. In the case of intellectual disorders, although there are organizations that defend the rights of these people, the defenders are mostly family members, specialized professionals or, in some cases, politicians. In this context, this study proposes to investigate the forms of social and school participation of people with intellectual disabilities. The study's methodology included the analysis of public statistical data from the Brazilian Demographic Census (2010) and the School Census (from 2014 to 2018), referring to schooling and participation in the labor market. The study revealed that, in education, most students with disabilities are students with intellectual disabilities. In relation to the labor market, among all disabilities, intellectual disability has lower participation rates.

Keywords: Intellectual Disorder. Inclusion. Rights.

INTRODUCTION

Within the general conceptual aspects, there is a strong connection between the student and the teacher and the development in all ways respective to their formations. From birth, the student's knowledge of the world is achieved through dialogue.

Within teacher training at the beginning

with students, the role of the act of interacting is quite imprecise, therefore psychologists call it not playing, because students deal with activities instinctively. Gradually, the development becomes better. The exercise in the initial series using specific activity of the teaching and learning processes is a form of behavior based on imagination and its specific characteristics, according to the research in this work, are: vivacity, superficiality and dialogue.

The teacher training process is a period where teachers begin their journey in the theoretical field, meeting new people, making friends, socializing through dynamics, among which the activities inherent to the bachelor's degree course are in a fundamental context.

The determining factor for the emergence of reach through dialogue with the student comes from the frankness of their universe, determined by their little knowledge and experience. To fill this blank space, the student resorts to activities as compensation. Expansion into the unknown is carried out through games, as playing gives students the possibility of resorting to an unknown world, gradually, without feeling frustrated by the disadvantages of ignorance.

MOYLES (2006) argues that:

To play in educational situations not only provides the actual means of learning but also allows perceptive and competent adults to learn about children and their needs. In the school context, this means teachers able to understand where children "are" in their overall learning and development, which in turn gives educators the starting point to promote new learning in the cognitive and affective domains. (2006, p.12).

To correctly understand how important activities are in the schooling process, we need to understand the evolution of a child's physical and mental development. If we consider human development in general, childhood development in particular, let us

see some mandatory steps one must take on the way to adulthood. These stages or stages contain periods of development, progress and evolution, as well as mental, physical, moral and social changes. Human development will involve moving from one stage to another based on a number of self-determining factors of serious complexity.

Therefore, development can be analyzed from the perspective of several sciences: anthropology, sociology, education, ecology, biology, psychology and pedagogy. Experts investigate child development through a variety of methods, from the types of influences exerted on children, starting with the earliest interactions between parents and their parents, to the ways children are raised and educated from various cultures.

Psychology has transformed this rigorous analysis into theories, one of these theories is that of social learning that brings the principle based on which child development is determined by the connection he has with other people and these connections would have a great influence on his evolution. Another theory is implemented by the psychoanalytic approach.

In child development, in studies, we also find elements of structuralism that emphasize children's maturation and the sequential development of their cognition. Each theory had its adherents who made a significant contribution to the development of such theories, facilitating access to knowledge of human psychology from various perspectives, but with a mutual role in practical educational activity.

COGNITIVE SKILLS

Cognitive control skills are self-regulation mechanisms that include a series of higher order cognitive processes involved in target-focused behavior, such as attention, problem solving, planning, working memory and

inhibition.

Although definitions and approaches differ, executive functions (EF) can be described as a broad set of cognitive skills used to solve novel problems. They are described as an important indicator of the social and academic aspects of school readiness. This is in part due to the rapid changes in EF skills in early childhood before the child reaches school age, more centrally due to the nature of EF skills (Fuhs et al., 2015; Jacobson et al., 2011; Gioia et al., 2002; Gioia and Squith, 2004).

Studies (Fuhs et al., 2015; Jacobson et al., 2011) consider that the relationship between EF skills and academic performance is due to the improvement in the student's ability to respond to classroom demands more quickly or, in other words, that these students use their attention and memory skills to understand classroom rules and academic content, allowing them to effectively benefit from the academic environment of which they are a part. We also mentioned that cognitive skills developed in primary school are predictors of academic performance going forward. Furthermore, in this same study, teachers reported a relationship between academic and behavioral issues among students and gaps in EF development.

Gioia and Squith (2000) mentioned skills as a set of supervisory functions that allow regulatory control of thoughts and actions.

The authors describe a basic set of behaviors composed of specific subdomains that adjust regulatory or management functions, such as the ability to initiate behavior, inhibit competitive actions or stimuli, select relevant tasks, plan and organize the means to solve complex problems, change the strategy flexibly as needed, and monitor and evaluate your own behavior.

It also mentions the importance of working memory to keep this information actively online for problem solving (Germano et al.,

2016; Scanlon, 2013). It also pointed out that emotional control can influence the execution of these EF domains.

In this conception, cognitive skills act as an integrated guiding system, exerting regulatory control over basic neuropsychological functions (such as language, visuospatial functions, memory, emotional experiences and motor skills), enabling the child to reach the intended goal.

The executive system makes active, intentional decisions regarding the behavioral output and enlists the necessary components to achieve the goal. As such, executive functions were defined as those under control or self-regulation, and which organize and guide all cognitive activities, emotional responses and displayed behaviors. (Loe et al., 2015).

DEVELOPMENT LEARNING

Learning is the process of acquiring - and retaining - knowledge so that it can be applied in life situations. Learning is not a passive process. As any teacher can attest, students are not vessels into which new information is dumped and then remembered forever. Rather, learning new information and being able to recall and apply it appropriately involves a complex interaction between the learner and the material being learned. Learning is stimulated when the student has opportunities to practice the new information, receive feedback from an “expert” such as a teacher, and apply the knowledge or skill in familiar and unfamiliar situations, with less and less help from other people.

With each new learning task, students bring their own ideas, beliefs, opinions, attitudes, motivation, skills and prior knowledge; they also bring with them the strategies and techniques they have learned to make their learning more efficient. All of these aspects will directly contribute to students’ ability

to learn, remember, and use what has been learned.

SKILLS FACED WITH LEARNING DIFFICULTIES

Students’ abilities can be measured using questionnaires completed by parents and teachers and scored using standard scales. Studies (Crane et al., 2017) mention that questionnaires answered by parents help in the diagnostic process, providing an overview of the child’s behavior at home and in everyday life. However, the authors also point out the need for a multidisciplinary assessment using standard tools.

Thus, Gioia, Isquith and Guy (2000) summarized eight main domains that can be reported by parents and teachers. Are they:

- Inhibit (the ability to resist or delay an impulse, stop a certain activity at the right time, or both);
- Shift (the ability to flexibly alter a problem-solving strategy in the midst of solving a complex problem, to shift or shift attention);
- Emotional control (ability to inhibit or modulate the response, possibly associated with secondary events);
- Initiate (the ability to initiate a task or activity, to create ideas or problem-solving strategies);
- Working memory (the process of holding information to complete a task, needed to follow complex instructions);
- Plan (the ability to anticipate future events, define goals and sequences, and develop appropriate steps in advance to complete a task or associated action);
- Organization (ability to establish and maintain order in an activity, or to systematically execute a task, important because it increases the demand for independent operation);

self-monitoring (the ability to systematically check one's performance during or shortly after completion of a task to ensure that a goal was adequately achieved).

Studies of students with learning disorders (Germano et al., 2014; Mi-yake and Friedman, 2012; Hooper et al., 2012; Germano and Capellini, 2011) mentioned difficulty with planning skills, inhibition, working memory, organizing -tion and time management. Learning disorders cover a wide range of neurological impairments caused by deficits in the central nervous system that influence an individual's ability to retain, process or transmit information efficiently. These studies mention that the manifestations observed in these students include difficulty in auditory processing, reasoning, logical-mathematical reasoning and speech and writing problems.

In addition, studies mention that students with learning disorders may also exhibit inappropriate behavior due to impairment of attention and memory, leading to problems in memory formation and learned behavior, including decreased persistence when performing a task and difficulties organization / planning of materials and strategies. (Germano et al., 2014; Liew, 2012).

International studies mention a series of deficits in EF components among students with learning disorders related to working, inhibiting, initiating and changing memory. These studies mentioned reading, writing and math deficits. (Loe et al., 2015; Germano et al., 2016; Scanlon, 2013; Neve, 2006; Simonds et al., 2007).

WHAT EXACTLY ARE LEARNING STRATEGIES?

Learning strategies are “techniques, principles, or rules that facilitate the acquisition, manipulation, integration, storage, and retrieval of information in

situations and environments” (Alley & Deshler, 1979, p. 13).

Strategies are efficient, effective, and organized steps or procedures used when learning, remembering, or performing.

Simply put, learning strategies are the tools and techniques we use to help us understand and learn new material or skills; integrate this new information with what we already know in a way that makes sense; and remembering the information or skill later, even in a different situation or place. When we are trying to learn or perform a task, our strategies include what we think (the cognitive aspect of the strategy) and what we physically do (the behavioral or overt action we perform).

Strategies can be simple or complex, applied unconsciously or used with great awareness and deliberation. Simple learning strategies that many of us have used, especially in school settings, include: taking notes, making a graph, asking the teacher questions, asking ourselves questions, rereading when something doesn't make sense, looking at questions from reading before we start reading, checking our work, making an outline before we start writing, asking a friend to look over our composition, rehearsing a performance aloud, making up a silly rhyme to remember the name of someone, using resource books, drawing a picture that uses each new vocabulary word we have to learn, or mapping the events of a story in sequence. Complex strategies actually tend to be a collection of several different strategies that are used together (and recursively) to accomplish a complex learning task, such as writing an essay or reading a passage and answering questions.

Because of their difficulties in the classroom, these students tend to lower their own expectations of academic success, leading to a negative self-perception (Germano et al., 2014; Liew, 2012). Negative emotions and low levels of attention seem to

have an interactive relationship in the early development of cognitive and behavioral function (Zingerevich et al., 2008).

CONCLUSION

Parents and teachers have different perceptions about the degree of impairment of executive functions. This may reveal that, in students with learning disorders, executive function may be impaired to different degrees based on the demands of the environment. However, these findings also have educational implications, as these difficulties were less perceived in the school environment, highlighting the need for further studies that address knowledge and the relationship between cognitive skills and learning in an educational context.

Monitoring students who have learning disorders involves the ability to focus attention and inhibit the desire to respond to distracting stimuli. Cognitive progress in tracking skills begins at ages three and eight and is related to memory (when and how an event happened), allowing students to track how they made decisions based on this pre-existing memory. (Carriedo et al., 2016). This ability was highlighted by the teachers, because while performing academic tasks, students must monitor their behavior, access information in their memory and make decisions during the execution of an activity. This involves the ability to check, update, and keep track of information about more than one task and realize when it's needed for the next step in a task or to switch between tasks.

DECLARATION

I declare that I am the author¹ of this Course Completion Work. I also declare that it was elaborated and fully written by me, having not been copied or extracted, either partially or in full, illicitly from any source other than those public sources consulted

and correctly referenced throughout the work or those whose data resulted from empirical investigations carried out by me for the purpose of producing this work.

Thus, I declare, demonstrating my full awareness of the civil, penal and administrative effects, and assuming full responsibility in case the crime of plagiarism or violation of copyright is configured. (See Clause 3, § 4 of the Service Provision Agreement).

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