

International Journal of Human Sciences Research

PERFORMANCE AND INTERVENTION IN PSYCHOLOGY: GROUP ATTENDANCE OF CHILDREN WITH SCHOOL COMPLAINTS

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Abstract: This experience report aims to present contributions of clinical practice in psychology. The intervention proposal was carried out at ``Espaço Clínica Ápice``. As a way of breaking with the traditional model, group care was proposed for children who were already in psychotherapy and who face school complaints. As a result, exchanges, reception and listening from colleagues and the psychologist are perceived. Finally, the results indicate that these procedures in clinical psychology are in accordance with the critical perspective in school psychology and allow the depathologization of school complaints.

Keywords: School complaint, psychotherapy, group, psychoanalysis.

INTRODUCTION

This work aims to present personal contributions of clinical practice in psychology, in the face of school complaints, at ``Espaço Clínico Ápice`` located in São Caetano do Sul. The clinic conducts screenings on a daily basis and it is evident that there is a great demand for psychological care due to issues related to the school. Complaints are usually related to “learning problems” and “behavior problems”. As the complaints are reported, it is possible to identify the centrality of the individual as responsible for school issues. Therefore, the discussions and the possibilities of interventions will be based on the critical perspective in School Psychology and the contributions of D.W. Winnicott.

According to Proença (2002), when the psychologist receives a school complaint, it is just a fragment of a whole, that is, a cut of a network of social relationships that the clinical psychology professional has access to. Unfortunately, it is very common in the field of psychology, when receiving a school complaint, the professional already relates it to aspects of the psyche, ignoring other

objective and concrete situations. Even with the school visit or meeting, we have no idea of what happens at school, we do not know the cause of failure or success in the learning process.

Regarding the term “learning difficulty”, Nonato (2022) explained that in order to break the pathologizing and medicalizing logic, which has been historically supported by psychology as a science and profession, school complaints are now understood as “difficulties of schooling”.

This way, according to Checchia (2020), the most complex issues are considered, such as the presence of pedagogical, political, historical and social elements. Thus, the diseases of not learning and behaviors that deviate from what is considered normal and acceptable in the educational institution are not limited to students. The agents responsible for this process are: the family, the student and the school professionals.

Since, at the clinic, referrals arrive as if the problem were individual to that specific child. With regard to clinical performance, based on psychoanalysis, it is not possible to measure the subject’s suffering, each case is analyzed within its subjectivity.

As a way to create a bond with the patient and carry out psychological interventions, playing is a universally used activity. It is understood that playing is the equivalent of free association. “The possibility of playing corresponds to one of the fundamental aspects of health and leads to the affirmation (encounter) of oneself and to social relationships”. (FULGENCIO, 2016).

Still according to the author, he explained that for Winnicott, the psychoanalytic psychotherapeutic treatment unfolds in the playing of the analyst and the patient. Thus, generating encounters that contribute directly to the emotional development of the child.

With such criticisms presented, how can

the psychologist act with school complaints in the clinical context without following the individualizing model?

GOAL

The purpose of this report is to present possibilities for action and intervention in clinical psychology in interface with education, with the aim of de-pathologizing school complaints and overcoming biologizing, medicalizing logics and traditional explanations for school failure.

METHOD

The present study is an experience report of performance and intervention in clinical psychology at ``Espaço Clínico Ápice`` located in São Caetano do Sul. The data presented are based on strategies to break with the pathologizing actions in acting on the school complaint of children referred for psychotherapy.

PARTIAL RESULTS

With the need to find alternatives to overcome the traditional clinical model of attending to school complaints, it was possible to think of new spaces at the institution in search of therapeutic settings beyond a supposedly controlled space, for example, the AAT space (Assisted Therapy). by animals) which is composed of fish, tortoises, rabbits, cockatiels and a mini goat. A curiosity of the place is that each animal has a name of a psychology author. In addition to being a vast and welcoming space, something was still missing to carry out the interventions.

Thus, the idea of group care was born. To select and assemble the group, some criteria were used, such as: age, sex, school complaints and being in psychotherapy. Patients continued to be seen individually on a weekly basis and group meetings held once a month lasting one hour. The proposal is to continue

the group sessions until the end of July and see if there is a need to increase the number of meetings.

It is worth mentioning that the support of the psychologist Angeline, owner of the Espaço Clínica Ápice, was fundamental, because in addition to believing in the idea of the project, she freed up the space for use. I would like to take this opportunity to thank Iago do Marketing and Ana intern who gave support for the meetings to take place. As well as the psychologists Mayara and Elisabeth who helped with theoretical contributions and corrections of this text.

It is also important to mention that the idea is a kind of pilot project that has been improved over the course of the meetings and the inspiration for this action comes from the chapter "Group care for children with school complaints: possibilities for listening, exchanges and new perspectives" of the book Orientation to school complaints by Beatriz de Paula Souza. Since it is an ongoing project, it gives room for continuation and future publications.

Currently, two meetings have been held with the aim of rescuing children's potential to think, learn and teach through playful activities and away from any pathologizing labels.

The composition of the group was formed by typical and atypical children who experienced suffering in the schooling process. Next, a brief report of the meetings held will be mentioned and the children's names will be fictitious with a brief report of the referral. Another relevant aspect is that the parents of the aforementioned children participate in the process and frequently attend parental guidance sessions.

At the first meeting, the people who participated:

Case 1- João, 8 years old, diagnosed with Attention Deficit Hyperactivity Disorder,

described the school as a hostile environment, asked to go to the ward daily with the intention of leaving school. Friends excluded him from sports and he could not finish the lesson during the proposed time in class.

Case 2-Fábio, 7 years old, was the smallest student in the class and when he couldn't carry out the activities he would cry and his colleagues would welcome him, he had little autonomy to carry out the tasks.

Case 3 - Rodrigo, 8 years old, diagnosed with Central Auditory Processing Disorder, changed schools four times, had difficulties socializing with colleagues and cried during some tests.

1st Meeting

Objective: Presentation of the children and integration of the group

Material: Game Uno and snacks, each child brought a treat to share with their classmates.

Description of the activity: Initially, there was a snack time so that the children could introduce themselves and share what they brought. Then the children chose to play UNO and during the game it was possible to talk about the day at school. The children talked about the classes, games and bullying episodes, being able to make interventions to whom to turn and the impacts that this behavior has. In addition, the children told episodes that they cried at school and one was welcoming the other. Everyone left excited already asking for the next meeting.

In addition to the cases mentioned in the second meeting, two more children participated:

Case 4 - Marcelo, 8 years old, was referred due to the emotional aspect, but he is currently crying at school due to difficulties in establishing limits with his classmates' games.

Case 5 - Gabriel, 8 years old, diagnosed with Autistic Spectrum Disorder (ASD) was referred for interventions regarding socialization, emotional aspect and cognitive

flexibility. There was an episode where he cried and didn't want to go to school on test day.

2° Meeting

Objective: Resume the conversation from the previous meeting and integrate new colleagues

Material: Game Uno and snacks, each child brought a treat to share with their classmates.

Activity description: The pattern of the previous meeting was followed, starting with a snack and introducing new colleagues. The kids opted for the UNO game again. On this day, in addition to the day-to-day activities at school, physical education classes were highlighted, in which some children were prevented from participating by their classmates or about the team they lost in soccer, enabling interventions on the importance of frustration and thinking about possibilities of what to do, like training more, talking to the teacher, asking friends with more skills in games for help... Finally, the next meeting is scheduled for the month of May.

In general, the children provided exchanges and listening, welcoming each other, even resulting in some cases of discharge from psychotherapy and continuing only in the monthly group meetings, as is the case with Fábio. The psychologist's proposal was to mediate the conversations and games, but the children established what they were going to play and the topics discussed. Finally, the results indicate that these procedures in clinical psychology are in accordance with the critical perspective in school psychology and allow the depathologization of school complaints. In addition to promoting socialization, it improves social skills, collaborative work and empathy. As Freud (1921) said, "in the psychic life of individual beings, the Other is usually considered as a model, object, helper and adversary." That is, individual psychology is also from the beginning of social psychology.

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