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RESEARCH INSTRUMENT FOR THE EVALUATION OF BASIC EDUCATION DURING COVID-19: ONLINE / HYBRID TEACHING ASSOCIATED WITH MEDICALIZATION, LEARNING AND SOCIALIZATION

Adriana Vieira Soares

Livia Cristina de Sá Barreto

<http://lattes.cnpq.br/3820736224939372>

Izabel Cristina Rodrigues da Silva

<http://lattes.cnpq.br/9808053066757132>

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Abstract: The described work presented a quantitative questioning instrument that highlighted questions about education during the SARS-COV 2 pandemic, in usual Covid-19 language. Faced with the pandemic scenario and a new scenario for education, it was necessary to construct, validate and apply questionnaires with the aim of identifying advances and possible failures in teaching/learning. To this end, the methodology described below highlighted all stages from the construction, validation and application of the research instrument. In the first moment, and through theoretical reference and observation in the College about the teaching practices, the questions were outlined and the two questionnaires for teachers and parents/guardians were created. After the theoretical construct, the instrument items and the investigation of the domains were structured. Then, the pilot questionnaire was organized through a digital platform and application, such as Google forms. During semantic validation, the instrument consisted of 21 questions for teachers and 27 questions for parents and/or guardians. And after the validation of the items, it was possible to count on a team of professionals who presented significant educational projects in educational institutions, among them, pedagogues, psychopedagogues and psychologists in a total of seven judges in the educational area. Also for the conclusion of the research, it was possible to submit the pilot project with a total of 18 professionals who work directly in the institution studied, 9 professionals with 10 years or more of experience in the area and 9 professionals with just over 2 years of experience. The aforementioned volunteers answered the questionnaires and the instrument proved to be accessible and easy to understand by professionals from different stages of education, training, exercise and propensity. The continuous execution

of this research instrument would provide teachers and family members with greater knowledge and understanding of the act of teaching and learning and would facilitate the verification of how the contents were offered and whether the teaching demands were met. Information about the impacts suffered by teachers, students and the family during the Covid-19 pandemic and about the advances and obstacles that affected the subject's personal skills, as well as the socialization and learning of students associated with the medicalization of teaching, can be used in order to help overcome the disagreement in the assimilation of didactic content.

Keywords: Construction, Validation and Application of an Instrument, Online and Hybrid Teaching, Socialization, Medicalization and Learning System.

INTRODUCTION

Social distancing and mandatory quarantine changed the lives of the population during the Covid-19 pandemic. Education was suddenly affected with the immediate closure and interruption of face-to-face classes. As a result, educational institutions, both public and private, began to use non-contact pedagogical resources as strategies for maintaining distance teaching and learning in Brazil. Decree No. 40,519, of March 14, 2020. Provides for the first actions to control the COVID 19 pandemic within the scope of the Federal District,

The imposed sanitary situation boosted the development of flexible plans for a different teaching method, designing a new basic education. The impacts of teaching were the most varied, from the opportunity for the evolution of teaching to the use and implementation of educational digital media, the essential training and support for teachers, adequacy of didactic material, expansion and improvement of a new communication plan

between school and family, and a more conical look at the influx of medicalization and the socialization of teachers and students.

Considering the need for urgent implementation of distance learning, schools were supported by the National Common Curricular Base (BNCC), and other normative documents that regulated the guarantee of rights and duties of Brazilian citizens, such as: the Federal Constitution of 1988, the Law of Guidelines and Bases of National Education (LDB), Law No. s that were evidenced in educational public policies for the moment of Covid-19.

On the challenges of social withdrawal, Certeau (1994) highlighted the need for acceptance through feelings of fear, uncertainty and longing, in children and adults. While Hodges et al. (2020) highlighted the changes inherent in emergency remote teaching, with a change from traditional education to distance learning, causing impacts for teachers, students and parents/guardians.

As for digital tools, Lévy's ideas (1999) highlight how digital tools change how the world processes information, learns, how they think, relate and train themselves, thus, there is no doubt that teaching platforms, resources and technologies had a congruent composition to teach at a distance and, later, in a hybrid way. Therefore, it is inevitable to know how the students were inserted in this new educational process and how the support and training was offered to the teachers and if this was sufficient for the classroom practices.

Faced with this new reality, there is a need to adapt the didactic material and a greater monitoring of the programmatic content used with the notability of meeting this current demand of common teaching with a pedagogical proposal different from that practiced until then, seeking, this way, a new school interaction. For Lopes (2011), in education, symbolic interactionism proposes

to understand the social interaction that occurs in the school context, showing how educational processes are constructed.

Therefore, for Alves (2008) science does not start with devices. It starts with the eyes, curiosity and intelligence, so it was necessary to seek an instrument that could be applied in institutions with the aim of understanding the entire learning process and the challenges faced by institutions, teachers and families during the deepening of online/hybrid teaching that has become something indeclinable. School institutions sought to meet the questions of the moment and began to use existing technologies, however, with the development of new teaching strategies.

The idea of Malaguzzi (2005) that considers several participants in the educational processes and the space as a third educator. The internet became imperative and the school, a space for learning through the interaction of two major characters. Professors and students were widely affected and had no way of evading this enormous challenge. To ensure that basic education schools, even if they remain closed, would provide students with the non-intermittent acquisition of learning, digital tools linked to the internet were used and for the development of online/hybrid classes, digital platforms were used, such as: GoogleMeet, Google Classroom, Google Hangouts, Zoom, Moodle, YouTube, among others.

The impacts of the Covid-19 pandemic on education have awakened new ways of renewing teaching and teachers have moved from face-to-face teachers to remote teaching teachers. With the immersion of digital platforms and existing technologies, they understood the importance of flexible paths that sought the needs of each student (Vankatesh & Davis, 2000). Several educational institutions offered their tools and solutions in order to support teaching

and learning in search of a more interactive and fascinating environment. Within this perspective, it was possible for educators to rethink having a fruitful environment and knowledge remodeling in the face of teaching challenges (Doucet et al., 2020).

The impacts suffered by families during the Covid-19 pandemic affected living skills and modified the family context in the face of the challenges of teaching at Home Office, and to facilitate the implementation of didactic resources and outline a new teaching plan that is more appropriate for the moment, a great involvement of families in school routines was made (Telli Yamamoto & Altun, 2020).

Parents and children were influenced in social technological levels, Distance classes were directly related to knowledge and skills of using equipment that were previously not used in face-to-face teaching or used less frequently (Telli Yamamoto & Altun, 2020). Thus, in places where the physical spaces of the classroom used to work in institutions, it became in homes and due to the age group and maturity of students to access digital media, it was necessary to count on the indispensable partnership of families for the affluence of online/hybrid classes.

It is important to highlight some important questions, such as: were the parents prepared to help their children? If they knew and understood or mastered the so-called Virtual Environments? Did the institution offer support in the teaching-learning process? If the didactic material was adapted for the moment? Has the family routine changed after the implementation of Home Office teaching? If the children had difficulty socializing and if they were using any medication?. All these questions needed to be answered in order to understand how the sociability between family and institution was. It is essential to highlight that both polished and redefined the new situations of the educational process.

As for psychological and emotional issues, Petrie's work (2020) reported that many students at home/living space experienced psychological and emotional distress and were unable to engage productively. Concluding that improvements in practices for online homeschooling still need to be explored.

Another important factor in relation to the learning process linked to medication in teaching, according to the authors Brzozowski Caponi (2013) some inappropriate behaviors have been treated as pathological in labeling a child with a behavior different from normal in a psychiatric diagnosis generates frustrating actions for the child, however for society it happens in a useful way, because, this way, it will make all of them be in the same "standard", something that cannot be expected in the school environment.

This way, the influence of medication in the school environment can also be highlighted by Patto (2008), who highlights issues related to the production of school disruption, supported by the reproduction of classes in society, which reproduces the bourgeois ideology, according to the author, the student from the working classes is labeled as not susceptible to intellectual work and, thus, promotes the student resulting from the bourgeoisie as apt for this type of work.

According to Caponi et al (2009) the phenomenon of medicalization is highly active for human beings and a great influence of doctors in the social context of people is perceived, and also the use related to medication issues, for the author, something related to the ability to understand people's subjectivities. It is also emphasized that medicalization is related to a solution to subjective and social impasses, linked to a path to achievable happiness through the exaggerated consumption of drugs.

GOAL

Enunciate the process of construction and validation of a research instrument and with the design of creating facilitating tools for learning and the online/hybrid teaching system, verify the influx of medicalization and socialization of teachers and students during the Covid-19 pandemic.

MATERIAL AND METHOD

It consisted of a structured research with the proposal to apply a research instrument to teachers and parents/guardians that verified the teaching/learning process in the years 2020 and 2021 (Santos, 2016).

The universe of respondents belonged to a private school, located in the Federal District, which offers the stages of Early Childhood Education, Elementary Education and High School. The study, approved by the CEP of the Faculty of Health Sciences of the ``Universidade de Brasília``, under the number: 4.991.042, took place with an audience of 600 students and 70 professors, who practiced teaching in an online/hybrid way, in the elementary and high school stages.

The evaluation stage of the instrument-questionnaire by the judges, the semantic evaluation and the pilot questionnaire were based on the receipt of the TCLE, electronically, by e-mail. The query structure was based on the bibliographic reference and was based on articles in the areas of Science, Health and Education and Web of Science, in the period of the second half of 2020 and 2022, where references of relevant aspects on the researched subject were selected. The criteria were articles in Portuguese, English and Spanish published in recent years and books in the area of knowledge.

ADDITION OF THE CONSTRUCTION AND VALIDATION OF THE RESEARCH INSTRUMENT

In this phase of the study, the following steps were developed (Figure): the identification of the theoretical construct, the observation in loco, the concepts and composition of the questionnaire items, the ordering and characterization of the questionnaire items with divisions and conceptualization of domains and related areas, the evaluation by the Committee of Judges, the semantic evaluation and application of the pilot questionnaire

Among the main factors of presentation of the study, the observation of the school space stands out, for that, the verification of a private institution of the Federal District was used. The observation took place over a period of 10 days in the morning and afternoon shifts, from Monday to Friday, times when class shifts are offered. A total of 40 hours of observation were distributed in two shifts. The teaching institution offers basic education instruction in the grades from kindergarten to high school, however, the distance learning modality and after the reopening of teaching establishments began to offer hybrid teaching and returning to face-to-face mode, thus, it was possible to provide research with the object of study for educators and parents and/or guardians of students in the elementary and high school teaching stage, since such individuals presented the proposal of online/hybrid teaching and, finally, face-to-face again.

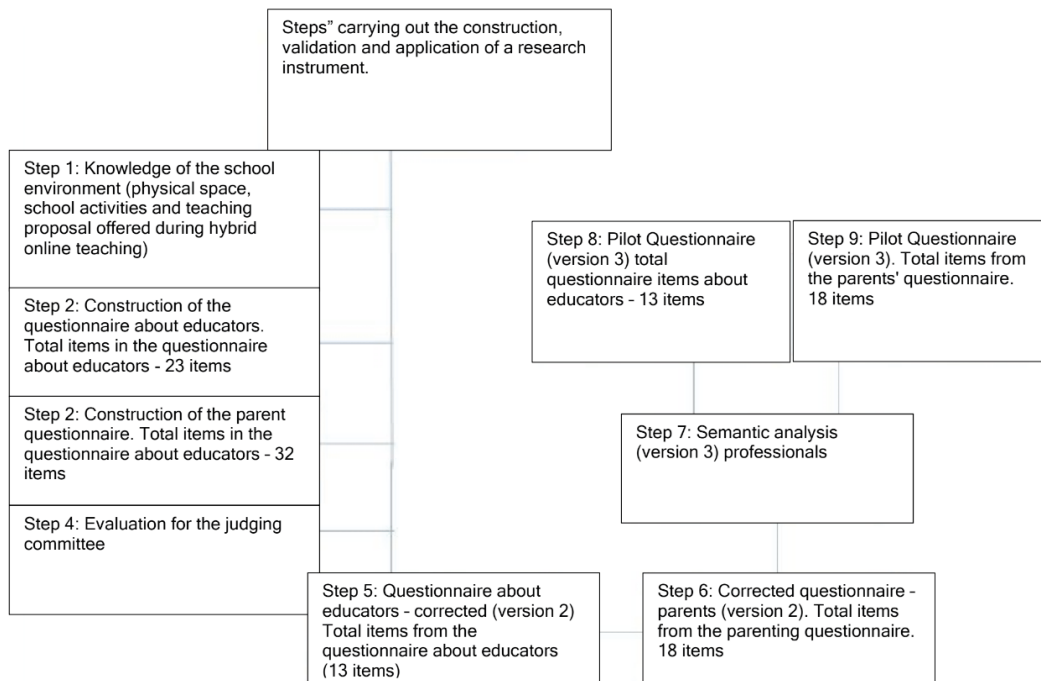


Figure- Research Instrument Development Stages – Observation in loco - Knowledge of the school environment, construction and characterization of the questionnaire items, semantic evaluation and pilot questionnaire.

CONSTRUCTION OF QUESTIONNAIRE ITEMS FOR EDUCATORS AND PARENTS/GUARDIANS, AS WELL AS ORGANIZATION OF DOMAINS

For the composition of the questionnaire items for educators and parents and/or guardians, questions were outlined taking into account the importance of the information described in the domains and questions that contemplated the quantity and impartiality in each item with the objective of enunciating not only the process of construction and validation of a research instrument, but also the design of creating facilitating tools for teaching and learning, verifying the influx of medicalization and socialization between teachers and students and evaluating the online/hybrid teaching system during the Covid-1 pandemic 9.

At first, the teachers' questionnaire was

described with a total of 4 domains, namely: "1st: Evaluation of the online/hybrid Teaching and Learning System, 2nd: Medicalization/socialization, 3rd: Educational challenges in the hybrid format and 4th: Training and technological resources". For parents and/or guardians, the questionnaire was described with a total of 4 (four) domains, namely: "1st: Educational and behavioral challenges in online/hybrid teaching, 2nd: Teaching institution, 3rd: Technological resources and 4th: Implementation of the online/hybrid system. As for the number of items in the questionnaire for teachers, 13 (thirteen) questions and 2 (two) training data were determined for teachers. For the questionnaire for parents and/or guardians, 18 (eighteen) questions, and 3 (three) student information data.

VALIDATION OF QUESTIONNAIRES - TEACHERS AND QUESTIONNAIRE - - PARENTS/GUARDIANS

The domains were noted through the instrument and used according to online/hybrid teaching, technological resources, teaching and learning difficulties and on socialization between teachers and students and through each of the questions, evaluated using a Likert-type scale, ranging from 0 (worst grade) to 4 (best grade).

The validation of the questionnaires was carried out by a team of 07 professionals who present significant educational projects in educational institutions (pedagogues, psychopedagogues and psychologists), and with significant actions and bibliographical productions in the educational area, who participated anonymously, with prior sending by e-mail of an invitation letter and the link generated by Google Forms to access the instrument.

The judges were asked to evaluate each of the items in the domains of competences and verify the measurement capacity of each item in the instrument, as well as the validity of the content. It was also asked to evaluate the domains of competences in terms of clarity, pertinence and appearance. Obtaining a value equal to or greater than 3 meant that the assessed item met the objectives proposed in the study.

SEMANTIC ANALYSIS

For the proposal of semantic analysis, it was important to develop the intention of the items for the target audience and, through research, it was possible to submit the semantic analysis of the project to a total of 18 professionals who work directly in the studied institution. Being 9 professionals who work in the institution with 10 years or more and with 9 professionals who also work in the educational institution with little more than 2

years of experience.

The volunteers answered the questionnaires described by the parties and the instrument proved to be accessible and easy to understand by professionals from different stages of education and from different levels of training, exercise and propensity. Through the theoretical construct, the items were structured and the domains investigated, and then the questionnaires were organized through a platform and digital application on Google Forms. The collection of information from the volunteers took place through online questionnaires for which electronic applications were used to facilitate the reception of information and they were carried out only once in a period of 10 days. The teachers and parents/guardians of the individuals under study were submitted to the questionnaire application instrument and, after accepting the terms of free and informed consent - TCLE, and authorization for research purposes. Teachers, as well as those responsible for them, received prior guidance regarding their contribution to the study and could withdraw at any time.

STATISTICAL ANALYSIS

Results were expressed as means and standard deviations or as absolute and relative frequencies. Statistical analysis was performed using SPSS version 27.0.

RESULTS AND DISCUSSION - EVALUATION - COMMITTEE OF JUDGES

ANALYSIS OF QUESTIONNAIRE ITEMS – TEACHERS AND PARENT/ GUARDIAN QUESTIONNAIRE

The domains were noted through the instrument and used according to online/hybrid teaching, technological resources, teaching and learning difficulties and on

Judges										Indicators		
									IVC %	Average CVI per question %	Average grade	Standard deviation
Item	Criterion	1	2	3	4	5	6	7				
1	C	4	4	4	4	3	4	4	100,00		3,86	0,38
1	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
1	A	4	4	4	4	4	4	4	100,00		4,00	0,00
2	C	4	4	4	4	4	4	4	100,00		4,00	0,00
2	P	4	4	3	4	4	4	4	100,00	100,00	3,86	0,38
2	A	4	4	4	4	4	4	4	100,00		4,00	0,00
3	C	4	4	4	4	4	4	4	100,00		4,00	0,00
3	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
3	A	4	4	4	4	4	4	4	100,00		4,00	0,00
4	C	4	3	4	4	4	4	4	100,00		3,86	0,38
4	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
4	A	4	4	4	4	4	4	4	100,00		4,00	0,00
5	C	4	4	4	4	4	4	4	100,00		4,00	0,00
5	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
5	A	4	4	4	4	4	4	4	100,00		4,00	0,00
6	C	4	3	4	4	4	4	4	100,00		3,86	0,38
6	P	4	3	4	4	4	4	3	100,00	100,00	3,71	0,49
6	A	4	4	4	4	4	4	4	100,00		4,00	0,00
7	C	4	4	4	4	4	4	4	100,00		4,00	0,00
7	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
7	A	4	4	4	4	4	4	4	100,00		4,00	0,00
8	C	4	4	4	4	4	4	4	100,00		4,00	0,00
8	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
8	A	4	3	4	4	4	4	4	100,00		3,86	0,38
9	C	4	4	4	4	4	4	4	100,00		4,00	0,00
9	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
9	A	4	3	4	4	4	4	4	100,00		3,86	0,38
10	C	4	4	4	4	4	4	3	100,00		3,86	0,38
10	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
10	A	4	3	4	4	4	4	4	100,00		3,86	0,38
11	C	4	4	4	4	4	4	4	100,00		4,00	0,00
11	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
11	A	4	4	4	4	4	4	4	100,00		4,00	0,00
12	C	4	4	4	4	4	4	4	100,00		4,00	0,00
12	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
12	A	4	3	4	4	4	4	4	100,00		3,86	0,38
13	C	4	4	4	4	3	4	4	100,00		3,86	0,38
13	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
13	A	4	4	4	4	4	4	4	100,00		4,00	0,00
14	C	4	3	4	4	4	4	4	100,00		3,86	0,38
12	A	4	3	4	4	4	4	4	100,00		3,86	0,38
13	C	4	4	4	4	3	4	4	100,00		3,86	0,38

13	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
13	A	4	4	4	4	4	4	4	100,00		4,00	0,00
14	C	4	3	4	4	4	4	4	100,00		3,86	0,38
14	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
14	A	4	4	4	4	4	4	4	100,00		4,00	0,00
15	C	4	4	4	4	4	4	4	100,00		4,00	0,00
15	P	4	3	4	4	4	4	3	100,00	100,00	3,71	0,49
15	A	4	4	4	4	4	4	4	100,00		4,00	0,00
16	C	4	4	4	4	4	4	4	100,00		4,00	0,00
16	P	4	3	4	4	4	4	3	100,00	100,00	3,71	0,49
16	A	4	4	4	3	4	4	4	100,00		3,86	0,38
17	C	4	4	4	4	4	4	4	100,00		4,00	0,00
17	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
17	A	4	3	4	4	4	4	4	100,00		3,86	0,38
18	C	4	4	4	4	4	4	4	100,00		4,00	0,00
18	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
18	A	4	4	4	4	4	4	4	100,00		4,00	0,00
19	C	4	4	4	4	4	4	4	100,00		4,00	0,00
19	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
19	A	4	4	4	4	4	4	4	100,00		4,00	0,00
20	C	4	4	4	4	4	4	4	100,00		4,00	0,00
20	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
20	A	4	3	4	4	4	4	4	100,00		3,86	0,38
21	C	4	4	4	4	4	4	4	100,00		4,00	0,00
21	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
21	A	4	4	4	4	4	4	4	100,00		4,00	0,00

QUESTIONNAIRE - TEACHER - VALIDATION

		Judges							Indicators			
									IVC %	Average CVI per question%	Average grade	Standard deviation
Item	Criterion	1	2	3	4	5	6	7				
1	C	4	4	4	4	4	4	4	100,00		4,00	0,00
1	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
1	A	4	4	4	4	4	4	4	100,00		4,00	0,00
2	C	4	3	4	4	3	4	4	100,00		3,71	0,49
2	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
2	A	4	4	4	4	4	4	4	100,00		4,00	0,00
3	C	4	4	4	4	4	4	4	100,00		4,00	0,00
3	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
3	A	4	4	4	4	4	4	4	100,00		4,00	0,00
4	C	4	4	4	4	4	4	4	100,00		4,00	0,00
4	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
4	A	4	4	4	4	4	4	4	100,00		4,00	0,00
5	C	4	4	4	4	4	4	4	100,00		4,00	0,00
5	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
5	A	4	4	4	4	4	4	4	100,00		4,00	0,00

6	C	4	4	4	4	4	4	4	100,00		4,00	0,00
6	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
6	A	4	4	4	4	4	4	4	100,00		4,00	0,00
7	C	4	4	4	4	4	4	3	100,00		3,86	0,38
7	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
7	A	4	4	4	4	4	4	4	100,00		4,00	0,00
8	C	4	4	4	4	4	4	3	100,00		3,86	0,38
8	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
8	A	4	3	4	4	4	4	4	100,00		3,86	0,38
9	C	4	4	4	4	4	4	4	100,00		4,00	0,00
9	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
9	A	4	4	4	4	4	4	4	100,00		4,00	0,00
10	C	4	3	4	4	4	4	4	100,00		3,86	0,38
10	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
10	A	4	4	4	4	4	4	4	100,00		4,00	0,00
11	C	4	3	4	4	4	4	4	100,00		3,86	0,38
11	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
11	A	4	4	4	4	4	4	4	100,00		4,00	0,00
12	C	4	3	4	4	4	4	4	100,00		3,86	0,38
12	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
12	A	4	4	4	4	4	4	4	100,00		4,00	0,00
13	C	4	4	4	4	4	4	4	100,00		4,00	0,00
13	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
13	A	4	4	4	4	4	4	4	100,00		4,00	0,00
14	C	4	3	4	4	3	4	4	100,00		3,71	0,49
14	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
14	A	4	4	4	4	4	4	4	100,00		4,00	0,00
15	C	4	4	4	4	4	4	4	100,00		4,00	0,00
15	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
15	A	4	4	4	4	4	4	4	100,00		4,00	0,00
16	C	4	4	4	4	4	4	4	100,00		4,00	0,00
16	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
16	A	4	4	4	4	4	4	4	100,00		4,00	0,00
17	C	4	4	4	4	4	4	4	100,00		4,00	0,00
17	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
17	A	4	4	4	4	4	4	4	100,00		4,00	0,00
18	C	4	4	4	4	4	4	3	100,00		3,86	0,38
18	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
18	A	4	4	4	4	4	4	4	100,00		4,00	0,00
19	C	4	4	4	4	4	4	4	100,00		4,00	0,00
19	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
19	A	4	4	4	4	4	4	4	100,00		4,00	0,00
20	C	4	4	4	4	4	4	3	100,00		3,86	0,38
20	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
20	A	4	4	4	4	4	4	3	100,00		3,86	0,38

21	C	4	3	4	4	4	4	4	100,00		3,86	0,38
21	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
21	A	4	4	4	4	4	4	4	100,00		4,00	0,00
22	C	4	4	4	4	4	4	4	100,00		4,00	0,00
22	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
22	A	4	4	4	4	4	4	4	100,00		4,00	0,00
23	C	4	4	4	4	4	4	4	100,00		4,00	0,00
23	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
23	A	4	4	4	4	4	4	4	100,00		4,00	0,00
24	C	4	4	4	4	4	4	4	100,00		4,00	0,00
24	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
24	A	4	3	4	4	4	4	4	100,00		3,86	0,38
25	C	4	4	4	4	4	4	4	100,00		4,00	0,00
25	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
25	A	4	4	4	4	4	4	4	100,00		4,00	0,00
26	C	4	4	4	4	4	4	4	100,00		4,00	0,00
26	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
19	C	4	4	4	4	4	4	4	100,00		4,00	0,00
19	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
19	A	4	4	4	4	4	4	4	100,00		4,00	0,00
20	C	4	4	4	4	4	4	3	100,00		3,86	0,38
20	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
20	A	4	4	4	4	4	4	3	100,00		3,86	0,38
21	C	4	3	4	4	4	4	4	100,00		3,86	0,38
21	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
21	A	4	4	4	4	4	4	4	100,00		4,00	0,00
22	C	4	4	4	4	4	4	4	100,00		4,00	0,00
22	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
22	A	4	4	4	4	4	4	4	100,00		4,00	0,00
23	C	4	4	4	4	4	4	4	100,00		4,00	0,00
23	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
23	A	4	4	4	4	4	4	4	100,00		4,00	0,00
24	C	4	4	4	4	4	4	4	100,00		4,00	0,00
24	P	4	4	4	4	4	4	3	100,00	100,00	3,86	0,38
24	A	4	3	4	4	4	4	4	100,00		3,86	0,38
25	C	4	4	4	4	4	4	4	100,00		4,00	0,00
25	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
25	A	4	4	4	4	4	4	4	100,00		4,00	0,00
26	C	4	4	4	4	4	4	4	100,00		4,00	0,00
26	P	4	3	4	4	4	4	4	100,00	100,00	3,86	0,38
26	A	4	4	4	4	4	4	4	100,00		4,00	0,00
27	C	4	3	4	4	4	4	3	100,00		3,71	0,49
27	P	4	4	4	4	4	4	4	100,00	100,00	4,00	0,00
27	A	4	4	4	4	4	4	4	100,00		4,00	0,00

QUESTIONNAIRE - PARENTS/GUARDIANS

socialization between teachers and students and through each of the questions, evaluated using a Likert-type scale (psychometric response scale used in questionnaires), which ranges from value 0 to the worst grade and value 4 to the best grade.

In this phase, it was possible to rely on a team of professionals who present significant educational projects in school institutions, among them pedagogues, psychopedagogues and psychologists, and with significant actions and bibliographic productions in the educational area. A total of seven judges from the educational area participated anonymously with the purpose of ascertaining whether the questionnaire items were developed in a timely manner regarding the construction and validation of the object. The TCLE invitation letter (Appendix) and the link generated by Google Forms to access the instrument were sent and the participants' e-mails available in their means of communication were used.

The judges were asked to evaluate each of the items in the domains of competences and verify whether the instrument had the capacity to measure each item of the questionnaire, as well as the validity of the content. The judges were also asked to evaluate each of the items in the domains of competences in terms of clarity, pertinence and appearance, assigning them values from 0 to 4 (value 0 is the worst grade and value 4 is the best grade). A value equal to or greater than 3 meant that the assessed item met the objectives proposed in the study. The judges evaluated 21 questions from the teachers' questionnaire and 27 questions from the parents and/or guardians' questionnaire.

SEMANTIC ANALYSIS

For the proposal of semantic analysis, it was important to develop the intention of the items for the target audience and, through research, it was possible to submit the semantic analysis

of the project to a total of 18 professionals who work directly in the studied institution. Being 9 professionals who work in the institution with 10 years or more of experience in the area and with 9 professionals who also work in the educational institution with just over 2 years of experience.

The aforementioned volunteers answered the questionnaires described by the parties and the instrument proved to be accessible and easy to understand by professionals from different stages of education, as well as from different levels of training, exercise and propensity. It is important to highlight that for this stage there was no change and, therefore, no change in the questionnaire. At the end of this research stage, it was possible to develop the pilot questionnaire.

FINAL QUESTIONNAIRE

The validated questionnaires are presented below. The items present in both questionnaires had a score equal to or greater than 3. The semantic analysis stage did not promote changes and, therefore, no changes in the questionnaires.

APPLICATION OF QUESTIONNAIRES

Of the parents/guardians (43) who responded to the survey, 62.8% (n=27) agreed that the student feels adapted to the hybrid education offered by the school, and 88.3% reported that the institution offered pedagogical support in the teaching-learning process. However, 72.1% noticed that the student had more difficulty understanding the content taught in online classes than in face-to-face classes.

On the other hand, in the teaching segment (18), 88.9% (n=16) reported being satisfied with blended learning at the institution they work in and all respondents confirmed adaptation to blended learning, as well as

Domain 1 – Evaluation of the Hybrid Teaching and Learning System	
1. HOW DO YOU EVALUATE THE HYBRID EDUCATION AT THE SCHOOL WHERE YOU WORK?	() VERY SATISFIED () SATISFIED () MODERATE () SOMETIMES SATISFIED () NOT SATISFIED
2. THE TEACHING MATERIAL USED BY THE INSTITUTION MEETS THE NECESSARY EDUCATIONAL DEMAND FOR THE TEACHING/LEARNING OF THE STUDENTS?	() I TOTALLY AGREE () I AGREE () I AM NOT DECIDED () I DISAGREE () I TOTALLY DISAGREE
3. DO YOU USE ANY DIFFERENT TECHNOLOGICAL RESOURCE WITH CHILDREN WITH LEARNING DIFFICULTY?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER
Domain 2 – Socialization and Learning	
4. DURING THE PANDEMIC, DID YOUR STUDENT PRESENT SOCIALIZATION DIFFICULTIES?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER
5. HAS YOUR STUDENT, DURING THE PANDEMIC, PRESENTED DIFFICULTIES IN BEHAVIOR, SUCH DISTRACTION, IRRITABILITY AND AGGRESSIVITY?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER
6. DO CHILDREN WHO HAVE LEARNING DIFFICULTIES HAVE A MEDICAL REPORT?	() ALMOST ALWAYS TRUE () GENERALLY TRUE () SOMETIMES IT IS TRUE () USUALLY FALSE () ALMOST ALWAYS FALSE
7. DO CHILDREN WHO HAVE LEARNING DIFFICULTIES ANY MEDICATION?	() ALMOST ALWAYS TRUE () GENERALLY TRUE () SOMETIMES IT IS TRUE () USUALLY FALSE () ALMOST ALWAYS FALSE
Domain 3–Educational Challenges in the Hybrid Format	
8. DO YOU FEEL ADAPTED TO THE HYBRID TEACHING AT YOUR INSTITUTION?	() I TOTALLY AGREE () I AGREE () I AM NOT DECIDED () I DISAGREE () I TOTALLY DISAGREE
9. DO YOU CONSIDER SATISFACTORY THE ACADEMIC PERFORMANCE OF CHILDREN WHO ARE IN THE ONLINE FORMAT?	() I TOTALLY AGREE () I AGREE () I AM NOT DECIDED () I DISAGREE () I TOTALLY DISAGREE
10. WAS/IS THE CHILD WITH ANY EDUCATIONAL DIFFICULT BEING HARMFUL DURING REMOTE CLASSES?	() ALMOST ALWAYS TRUE () GENERALLY TRUE () SOMETIMES IT IS TRUE () USUALLY FALSE () ALMOST ALWAYS FALSE
11. DURING THE PANDEMIC, DID YOUR STUDENT PRESENT LEARNING DIFFICULTIES BEYOND THE CLASS/AGE EXPECTED?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER

Domain 4-Training and Technological Resources	
12. THE INSTITUTION WHERE YOU	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER
WORK OFFER/DID YOU OFFER TRAINING FOR AULASON-LINE? PROFESSIONALS DEVELOP THE	
13. DO THE TECHNOLOGICAL RESOURCES OFFERED MEET THE DEMAND FOR THE EXPECTED EDUCATION?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER

Final Questionnaire - Teachers

Domain 1-Institutional assistance to students in Blended Learning	
DO YOU EVALUATE THAT THE HYBRID EDUCATION AT THE SCHOOL WHERE YOUR CHILD IS STUDYING WAS SATISFACTORY?	() I TOTALLY AGREE () I AGREE () I AM NOT DECIDED () I DISAGREE () I TOTALLY DISAGREE
DO THE TECHNOLOGICAL RESOURCES OFFERED BY THE SCHOOL MEET THE DEMANDS FOR YOUR CHILD'S EXPECTED TEACHING?	() I TOTALLY AGREE () I AGREE () I AM NOT DECIDED () I DISAGREE () I TOTALLY DISAGREE
IS THE INSTITUTION USING THE TECHNOLOGICAL RESOURCES NECESSARY TO TEACH YOUR CHILD?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER
THE TEACHING MATERIAL USED BY THE INSTITUTION DOES THE HYBRID TEACHING MEET THE PEDAGOGICAL DEMAND NECESSARY FOR THE TEACHING AND LEARNING OF YOUR CHILD?	() I TOTALLY AGREE () I AGREE () I AM NOT DECIDED () I DISAGREE () I TOTALLY DISAGREE
DURING THE PANDEMIC, DID THE INSTITUTION WHERE YOUR CHILD STUDY OFFER EDUCATIONAL SUPPORT IN THE TEACHING-LEARNING PROCESS?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER
DID/DOES THE INSTITUTION WHERE YOUR CHILD STUDY OFFER SUPPORT FOR THE IMPLEMENTATION OF THE HYBRID SYSTEM?	() VERY FREQUENT () OFTEN () OCCASIONALLY () RARELY () NEVER
COMPARING THE 2020 HYBRID EDUCATION, HOW DO YOU EVALUATE YOUR CHILD'S SCHOOL IN 2021?	() VERY SATISFIED () SATISFIED () MODERATE () SOMETIMES SATISFIED () NOT SATISFIED
THE LAST TIME YOUR CHILD TAKEN ONLINE CLASSES, WERE YOU SATISFIED WITH THE NUMBER OF HOURS OF CLASSES OFFERED?	() I COMPLETELY AGREE () AGREE () I AM NOT DECIDED () I DISAGREE () I TOTALLY DISAGREE

9 -BEFORE THE PANDEMIC, DURING THE CLASSES, DID YOUR CHILD'S TEACHERS USE ANY TECHNOLOGICAL RESOURCES TO MAKE THE CLASSES MORE ATTRACTIVE?	<input type="checkbox"/> VERY FREQUENT <input type="checkbox"/> OFTEN <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> RARELY <input type="checkbox"/> NEVER
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Final Questionnaire – Parents and/or Guardians

Domain 2 – Student adaptation to human relationships	
DID YOUR CHILD PRESENT SOCIALIZATION DIFFICULTY DURING THE PANDEMIC?	<input type="checkbox"/> VERY FREQUENT <input type="checkbox"/> OFTEN <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> RARELY <input type="checkbox"/> NEVER
HAS THE FAMILY'S ROUTINE CHANGED AFTER THE IMPLEMENTATION OF BLENDED LEARNING?	<input type="checkbox"/> I TOTALLY AGREE <input type="checkbox"/> I AGREE <input type="checkbox"/> I AM NOT DECIDED <input type="checkbox"/> I DISAGREE <input type="checkbox"/> I TOTALLY DISAGREE
Domain 3 – Adaptation of students to Blended Learning	
DOES YOUR CHILD FEEL ADAPTED TO THE BLENDED EDUCATION OFFERED BY THE SCHOOL?	<input type="checkbox"/> I TOTALLY AGREE <input type="checkbox"/> I AGREE <input type="checkbox"/> I AM NOT DECIDED <input type="checkbox"/> I DISAGREE <input type="checkbox"/> I TOTALLY DISAGREE
HAVE YOU PERCEIVED THAT YOUR CHILD HAS ANY DIFFICULTY, BEYOND THE CLASS/AGE EXPECTED, IN UNDERSTANDING THE CONTENT GIVEN BY THE TEACHER DURING THE BLENDED TEACHING?	<input type="checkbox"/> VERY FREQUENT <input type="checkbox"/> OFTEN <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> RARELY <input type="checkbox"/> NEVER
Domain 4-Medicalization	
14 - DOES YOUR CHILD USE ANY MEDICATION?	<input type="checkbox"/> YES <input type="checkbox"/> NO IF _____ F SO, WHICH? _____
15 - HOW LONG HAS YOUR CHILD BEEN USING THIS MEDICATION?	<input type="checkbox"/> LESS THAN 6 MONTHS <input type="checkbox"/> FROM 6 MONTHS TO 1 YEAR <input type="checkbox"/> FROM 1 TO 2 YEARS <input type="checkbox"/> FROM 2 TO 5 YEARS <input type="checkbox"/> MORE THAN 5 YEARS
16 - DURING THE PANDEMIC HOW OFTEN DID THE FAMILY ADMINISTER MEDICINES REGULARLY?	<input type="checkbox"/> VERY FREQUENT <input type="checkbox"/> OFTEN <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> RARELY <input type="checkbox"/> NEVER
17- DOES THE FAMILY HAVE ANY DIFFICULTY IN FOLLOWING THE DOCTOR'S PRESCRIPTION REGARDING THE DRUG?	<input type="checkbox"/> I TOTALLY AGREE <input type="checkbox"/> I AGREE <input type="checkbox"/> I AM NOT DECIDED <input type="checkbox"/> I DISAGREE <input type="checkbox"/> I TOTALLY DISAGREE
18- WHEN DOES THE FAMILY REALIZE THAT THE CHILD IS EXPERIENCING ANY SIDE EFFECTS DUE TO THE DRUG DOES THEY STOP GIVEN IT?	<input type="checkbox"/> VERY FREQUENT <input type="checkbox"/> OFTEN <input type="checkbox"/> OCCASIONALLY <input type="checkbox"/> RARELY <input type="checkbox"/> NEVER

Final Questionnaire – Parents and/or Guardians

the technological resources offered by the institution. In addition, 88.8% reported that the school often offered training for professionals to develop online classes, and only one teacher answered that this rarely happens. However, 72.2% reported that their students had difficulties beyond what was expected by the class/age during the pandemic, a result that is in good agreement with the parents' reports.

In Graphic 1, it is possible to observe that 19% of students had some type of diagnosis: ADHD, CAPD and Mild ID. It is possible to compare the differences between the data and point out that 12% of the students had ADHD, 7% had CAPD and 2% mild ID. Thus, comparing all the data, it is possible to accentuate the diagnosis of ADHD among the largest number, the percentage being 12% and thus, it is necessary to describe the most widespread definition for the question found in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), because according to the manual, the disorder comprises a persistent pattern of inattention and/or hyperactivity-impulsivity.

The classification of diagnoses is important to enable the teacher to differentiate between difficulty and learning disorder and to provide better development of students in a healthy way, adapting activities to students' skills (LEME FILHO, 2018; JURY, 2021).

In addition, knowledge, on the part of the teacher, makes it possible to prepare him to overcome deficiencies in social relationships, which can impede educational development (CROWELL, 2019). In addition to knowing the diagnosis, improving pedagogical practice can be achieved with the appropriation of knowledge about the medications used by students, making it possible to adapt academic activities to the limitations imposed by the diagnosis, the effect of drugs on the body and, especially, the effects that can affect memory

and concentration. Thus, avoiding only mediation and referral to health care, which often causes the blaming of the student and traumas (COSTA, 2019).

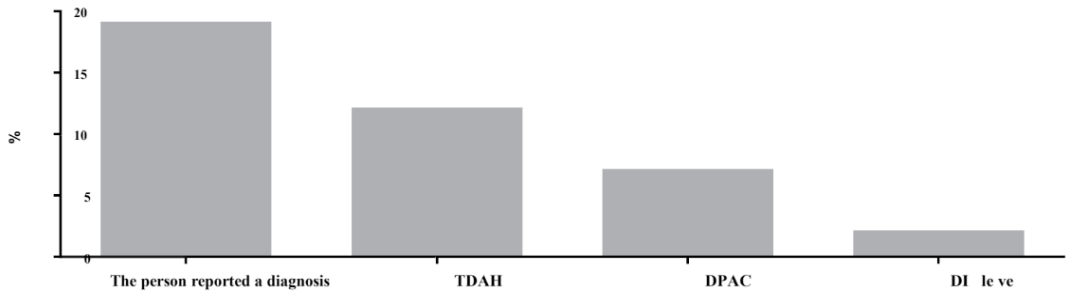
The results illustrated in Graphic 2 refer to the use of some medication during the online/hybrid teaching system, and were classified as yes or no. According to the records, 12% of the parents/guardians classified that their children used some medication during the courses offered. In contrast, 40% described that they did not use any medication.

The results of Graphic 3 describe the most recurrent drugs in medication used in students of the school object of study. Sertraline Hydrochloride and Quetiapine Hemifumarate were used by 20% of students. While 80% reported using Methylphenidate Hydrochloride.

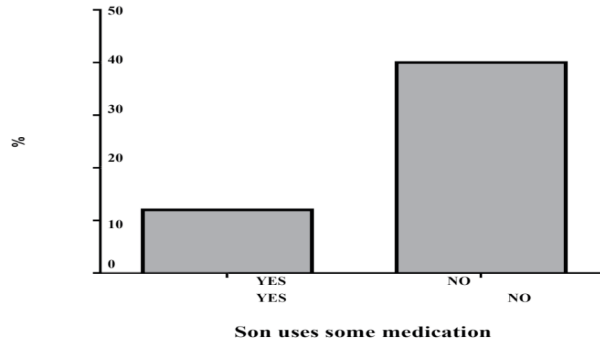
Sertraline Hydrochloride is an antidepressant, but also indicated in diagnoses of depression accompanied by symptoms of anxiety. Among the most common side effects, psychiatric disorders such as insomnia, nervous system disorders such as dizziness and headache, and gastrointestinal disorders such as diarrhea and nausea stand out (Sertraline Hydrochloride, PACKAGE INSERT).

Methylphenidate Hydrochloride, more commonly known as Ritalin, is used as a stimulant, which has the property of activating activity levels in excitement or caution in the central nervous system (CNS) (Methylphenidate Hydrochloride, PACKAGE INSERT). Finally, Quetiapine Hemifumarate, also indicated for ADHD, whose most common side effects are insomnia, headache, dizziness, irritability and drowsiness (Quetiapine Hemifumarate, PACKAGE INSERT).

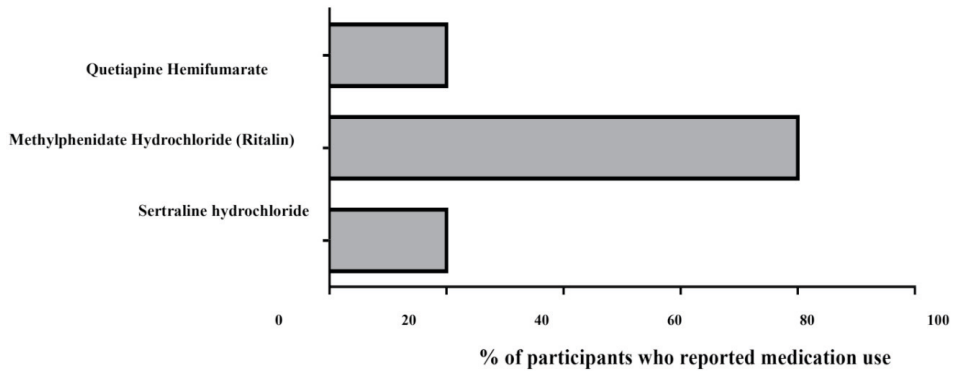
The most common side effects of the aforementioned drugs make it possible to infer that their presence can affect the



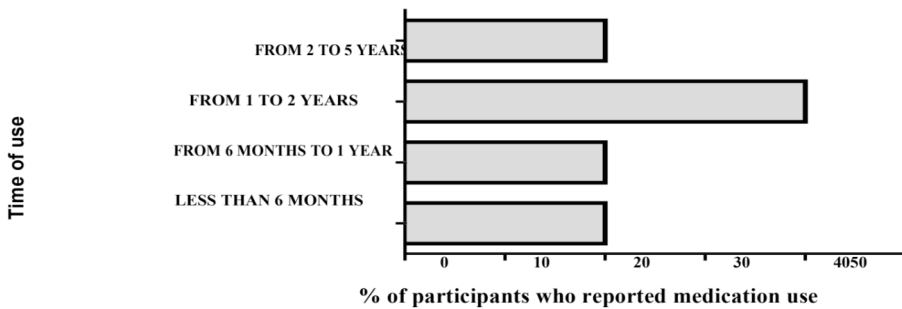
Graphic 1. Frequency (%) of diagnoses related to learning difficulties in a private school in the Federal District. General Analysis of Graphics- Parents and/or guardians



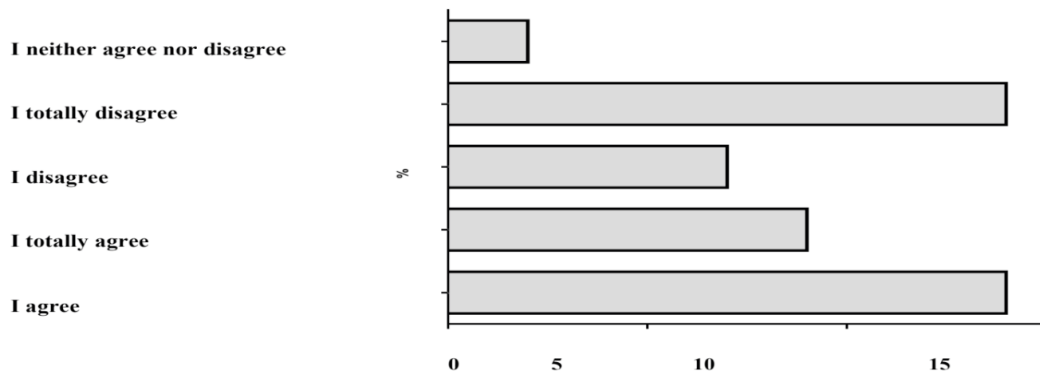
Graphic 2. Frequency (%) of use of prescribed medication for students at a private school in the Federal District, during the online/hybrid system.



Graphic 3. Main medications used by students diagnosed with learning difficulties in a private school in the Federal District.

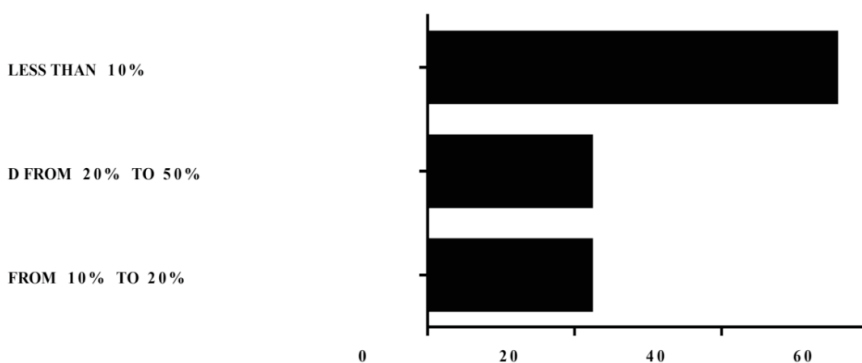


Graphic 4. Time of medication use by students diagnosed with learning difficulties in a private school in the Federal District.



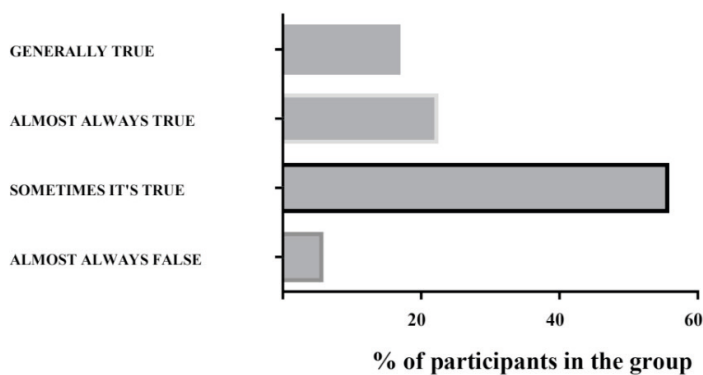
Family members support the use of medication

Graphic 5. Agreement of parents and guardians regarding the use of medication by students diagnosed with learning difficulties at school



Graphic 6. Teachers' perception of the diagnosis related to learning difficulties in a private school in the Federal District.

DO CHILDREN WHO HAVE LEARNING DIFFICULTIES HAVE A MEDICAL REPORT?



Graphic 7. Illustration of the learning disability relationship and medical report at school

teaching-learning process, making it difficult for students to concentrate and remember. Thus, showing that the use of medication is not always beneficial for the execution of pedagogical practices (ANDRADE, 2018).

As for the duration of medication used by students (Graphic 4), it is worth mentioning that 20% reported using medication for less than 6 months, the same percentage also use medication between 6 months and 1 year, thus indicating an increase in cases of depression/anxiety during the pandemic period (MATTA, 2021).

The results also showed that 40% use the medication from one to two years, and from two to five years, 20% reported having used some medication. The data allow us to infer that 40% of the students use medication within one year and the same amount for 1 to 2 years, so in light of the above, it is understood that the total duration of medication is up to two years.

Family support regarding the use of medication (Graphic 5) shows that 9% completely agree with the use of medication, 14% agree, 2% neither agree nor disagree, 7% disagree and 14% strongly disagree.

This study included the perception of professors regarding the learning difficulty of students in their classes (Graphic 6). It was noticed that 55.6% of the teachers highlighted that less than 10% of the students had learning difficulties, 22.2% reported that 10 to 20% of students had learning difficulties and the same number highlighted that 20 to 50% had learning difficulties.

GENERAL ANALYSIS OF GRAPHICS – TEACHERS

According to Sintema (2020), the level of students is eventually linked to academic performance. Often, students face difficulties in understanding and learning due to lack of school inclusion, either due to the lack

of assistance from teachers or the type of interaction with classmates (DERGUY, 2021). The professors also evaluated the data regarding the students' medical report (Graphic 7), where 22.2% reported "almost always true", 16.7% "generally true", 55.6% "sometimes true" and 16.7% "generally true". Evidence of uncertainty regarding the student's medical conditions.

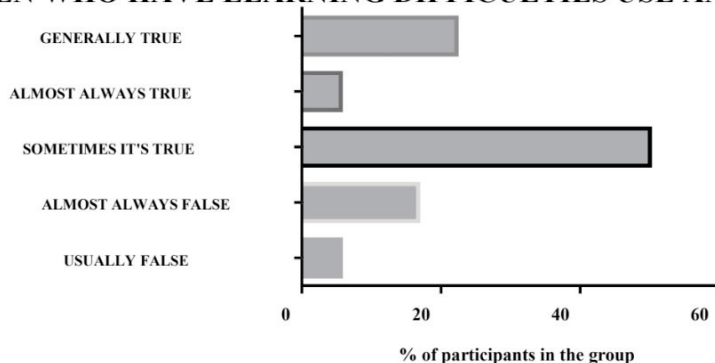
As for the research on teachers referring to students who have learning difficulties, if they use medication, the results for teachers were as follows (Graphic 8); almost always true 5.6%, usually true 22.2%, sometimes true 50%, usually false 5.6%, almost always false 16.7%.

Graphic 9 presents the answers given by professors about the amount of medication students use. For the first answer where students use at least one medication 16.7%. In the second data where the teachers answered if the students use 2 to 3 types of medication, 11.1%, for those who use four or more medications, 5.6% and for those who do not know how many medications their students use, 66.7%.

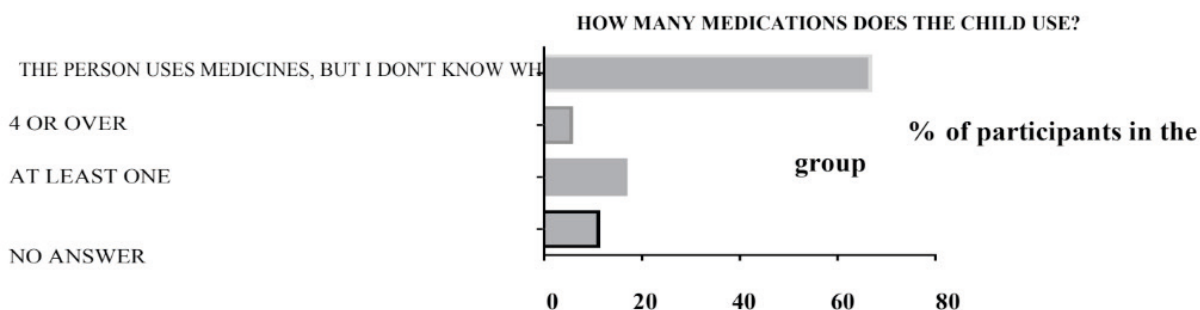
PRESENTATION OF DATA REFERRING TO TEACHER TRAINING, ACADEMIC AREA, TIME, GRADE AND CLASS WORKING IN EDUCATION

The data of the professors and their respective areas of academic training, time and classes of work in professional practice, respectively, are presented below: Visual arts; 16.7%, Physical education 11.2% Mathematics/physics 11.2%, History, philosophy and sociology 5.6%, Chemistry, bachelor's degree and degree 5.6%, Languages 11.2%, Pedagogy 33.6%. It is also possible to highlight the data referring to the time of performance and the series in the area of education: up to 1 year and 11 months 5.5%, from 2 to 5 years 16.7%, from 6

DO CHILDREN WHO HAVE LEARNING DIFFICULTIES USE ANY MEDICATION?



Graphic 8. Illustration of the relationship between learning difficulties and the use of medication at school



Graphic 9. Illustration of the amount of medication used by students with learning difficulties at a private school in the Federal District.

to 9 years 16.7%, from 10 to 15 years 50% and over 15 years 11.1%.

It is important to highlight the data referring to which group the teachers work in, and it was perceived that 16.8% work in the 1st year of Elementary School, 5.6 in the 2nd year, 11.1 in the 3rd year, 5.6 in the 4th year, 11.1 in the 5th year and from the 6th to the 9th year 11,2. In the 9th to 3rd grades of High School 5.6, in Middle and Elementary School 11.2. Thus, it is possible to compare different areas of teaching practice. The data presented in the study emphasize what was described by (VIGOTSKI, 1998), the subject is produced by culture and in this perspective, learning becomes the factor that enables the development process; therefore, the social relations between teacher and student are essential, fundamental and necessary in the act of developing and explaining knowledge. In addition, adjusting the

learning environment and taking measures to avoid challenging situations also improve the interaction between student and teacher, favoring the teaching-learning relationship (BLOOM,2021; GOMEZ-MARI,2021).

CONCLUSIONS

The study allowed the validation of a research instrument capable of evaluating pedagogical practices, the role of teachers and students, the quality of content and technological resources, and the understanding of socialization and the use of medicines in the school environment during the COVID-19 pandemic scenario. In the first stage, observation was carried out in loco, in the teaching environment, and it was possible to distinguish which teaching stages offered online/hybrid teaching and which technological resources. Through the observations it was possible to determine which educators and parents

and/or guardians would participate in the study. It was fundamental to understand the teaching context and elaborate the questions and domains of the instrument according to the reality of the current moment and the questionnaire was presented effectively.

During the evaluation by the Committee of Judges, it was possible to verify, through professionals of important social relevance who work in educational practice, that the questionnaire instrument was validated, proving to be applicable. As for the semantic evaluation, the proposal was sufficient and understood by the professionals who work directly in the studied institution. Volunteer teachers who answered the questionnaires understood the mechanism, which proved to be accessible and easy for professionals to understand.

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It is important to point out that the instrument was applied only in a private teaching institution and, therefore, the subsequent application of the instrument in other institutions, public and/or private, is suggested, in order to certify its evaluation efficiency. The study presented consistency as a valuable instrument applicable in institutions with the proposal to enable knowledge about the teaching offered by teachers and offered to students at the time of the COVID-19 pandemic.

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