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THE CONTRIBUTION OF PSYCHO-PEDAGOGY TO THE PREVENTION AND OVERCOME OF LEARNING DIFFICULTIES IN ELEMENTARY EDUCATION SCHOOLS IN THE CITY OF PARNAIBA-PI

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Abstract: Introduction: Research focused on the area of education emerged from the constancy and evidence of school failure. In this sense, Psychopedagogy has been bringing strategies that focus on the search for long-term solutions to issues related to education and school failure. Therefore, they wonder what contribution does Psychopedagogy offer to education professionals to act in preventing and overcoming the learning difficulties of students in Elementary Schools in the city of Parnaíba? **Goals:** The objective of the research is to know the contributions of Psychopedagogy for the prevention and/or overcoming of learning difficulties in elementary schools in the city of Parnaíba. **Methods and techniques:** non-experimental model, descriptive, with a cross-sectional approach that consists of collecting data at a single moment. Participated in the research: psychologists, speech therapists, clinical psychopedagogues, directors and coordinators of elementary schools, teachers of public and private schools in the city of Parnaíba with specialization in Psychopedagogy. Data collection took place from January 2009 to April 2010, using an interview and a questionnaire. The collected content was tabulated in graphs and descriptive tables. **Results:** in the development of pedagogical actions to prevent learning difficulties, most (33%) almost always develop pedagogical preventive actions and the same percentage (33%) say they sometimes develop these preventive didactic actions. And (28%) said they always develop such pedagogical actions to prevent learning difficulties. Structural problems of the schools were found, mainly the public school, being pointed out the work proposal directed to the investment in the professional competence of the educators and public policies that favor greater public investment in education to make the school more inclusive, a school in

which the difficulties of learning are reduced or mitigated. **Conclusion:** we concluded that Psychopedagogy has a preventive work and overcoming it can happen, but through multidisciplinary team work and not through a single professional in the classroom. It was found that the motivation of these teachers to attend the specialization in Psychopedagogy to improve practice in the classroom, in the background to obtain the title of specialist and salary improvement, and a minority only intended to act as a psychopedagogue. We identified a gap to pursue future studies to identify the contribution of Psychopedagogy in the elaboration of public policies that favor to alleviate learning difficulties, in addition to seeking the collaboration of innovative sciences, in the case of Cognitive Neuroscience.

Keywords: Psychopedagogy. Learning Difficulties. Pedagogical actions.

INTRODUCTION

Until recently, many education systems were characterized by a traditional approach, in which education was seen primarily as a means of imparting knowledge from educators to students. The objective was to reproduce and perpetuate the existing culture, transmitting ideas and values passively, without encouraging deeper reflections or the active construction of knowledge.

With this method of teaching and learning, many were intimidated and remained without learning, resulting in school failure. The issue of learning difficulties is present in school discourse as a tendency to relate school failure to learning pathologies. As learning is a human characteristic, the expectation is unconditional success.

But the problem of school failure has been researched and discussed by researchers from various areas of knowledge, it is the object of study of beliefs and myths that permeate

discussions about poor school performance, deficiency in learning and gaining new knowledge.

In this scenario, the need arises to work on strategies that focus on the issue and resolve, in the long term, the most eminent issues related to education and school failure.

This way, we seek to know which actions the specialists in psychopedagogy use to solve the learning difficulties of their students, as well as to identify the knowledge that Psychopedagogy offers to education professionals to act in the prevention and overcoming of the learning difficulties of students in elementary schools in the city of Parnaíba?

That said, Psychopedagogy emerged in the mid-nineteenth century, with the justification of working to overcome learning problems, leading us to develop this research of a qualitative and descriptive nature, with the objective of knowing the contributions of Psychopedagogy to the prevention and/or overcoming learning difficulties in elementary schools in the city of Parnaíba. Because it is known that the higher the training or level of knowledge of a professional, whether in education or not, the more chances and possibilities he has to seek solutions that alleviate or overcome the difficulties encountered by students.

For this very reason, the research hypothesis was formulated, which consists of stating that a teacher with specialization in psychopedagogy receives support and training to act in the prevention and overcoming of learning difficulties that arise in the school context, so that the school has pedagogical support from these professionals, and these can show some indicators for understanding the students' learning difficulties and through this identification contribute to alleviate or even overcome them.

Therefore, today the school as an

institution has resorted to psychopedagogy to understand, analyze and intervene in the practices and relationships that are present within it. Psychopedagogues have contributed to important changes in advisory services in public and private networks.

And it is, based on the history of Psychopedagogy in Brazil, that we sought to make an overview of how the contribution of Psychopedagogy is presented for the prevention and overcoming of learning difficulties in Elementary Education in the city of Parnaíba/PI.

In this sense, there is a need to work with the prevention of learning problems, which led us to develop this research in a non-experimental model, with a cross-sectional approach, which consists of collecting data in a single moment. Therefore, the type of research carried out was of the descriptive type.

This work makes reference to the conceptions of learning, such as the behaviorist conception, the constructivist one, we mention, Piaget, Alicia Fernandes, addressing several authors regarding the subject under study. Initially, a brief history of Pedagogy is presented, as well as its contribution to the theoretical basis of Psychopedagogy. Next, Psychology and its relationship with Psychopedagogy are presented, as well as the sciences that give theoretical support to Psychopedagogy.

And finally, the theoretical basis of Psychopedagogy itself is placed, in addition to the characterization of the role of the clinical and institutional psychopedagogue, providing reports on the identification of learning difficulties and the quality of the level of postgraduate courses in Psychopedagogy in the city of Parnaíba.

The methodology applied in the development of the research is presented, the population of 30 schools with 180 professionals

with specialization in psychopedagogy, being withdrawn a systematic sample of 36 specialists, the instruments used to collect data was the questionnaire and structured interview. In content analysis, data are tabulated in charts and descriptive tables. Then, a summary of the research results, analysis and discussion of the content collected with specialists in Psychopedagogy with analytical matrix I - analysis of the questionnaire applied to specialists in psychopedagogy and analytical matrix II - interviews with education and health professionals with a postgraduate degree in Psychopedagogy.

We conclude by highlighting the teaching-learning concepts of teachers and professionals who work in education and we present the contribution of Psychopedagogy concepts in their educational practice of these professionals, based on the intended objectives of the research. Some considerations were made, placing the conclusion of the study carried out, in addition to presenting the confirmation of the research hypothesis and suggestions for future research.

METHODS AND TECHNIQUES

RESEARCH DRAWINGS

The research design is non-experimental, cross-sectional and descriptive. A mixed approach was used - qualitative and quantitative. The non-experimental model is a type of research in which independent variables are not intentionally manipulated and a cross-section consists of collecting data at a single moment.

Thus, the non-experimental design is still based on the collection of data that already exist in reality, which are collected from the perception, experience or opinion of the respondents.

1. Roberto Hernandez Sampieri. Research methodology /Roberto Hernandez Sampieri, Carlos Hernández Collado, Pilar Baptista Lucio; Translation: Fátima Conceição Murad, Melissa. 2006.

2. The same.

With this, a survey of this type intends to measure or collect information independently or jointly on the concepts or variables to which they refer). It is performed without deliberately manipulating the variables, or rather, not intentionally varying the variables. This research model also describes relationships between two or more categories at a given time. The research was still developed with a mixed approach - qualitative ¹.

For the qualitative approach ², “as there is no interest in generalizing the results, non-probabilistic samples are of great value, as it is possible to obtain information from (people) that interests the researcher, which offers a great requirement for data collection and analysis.

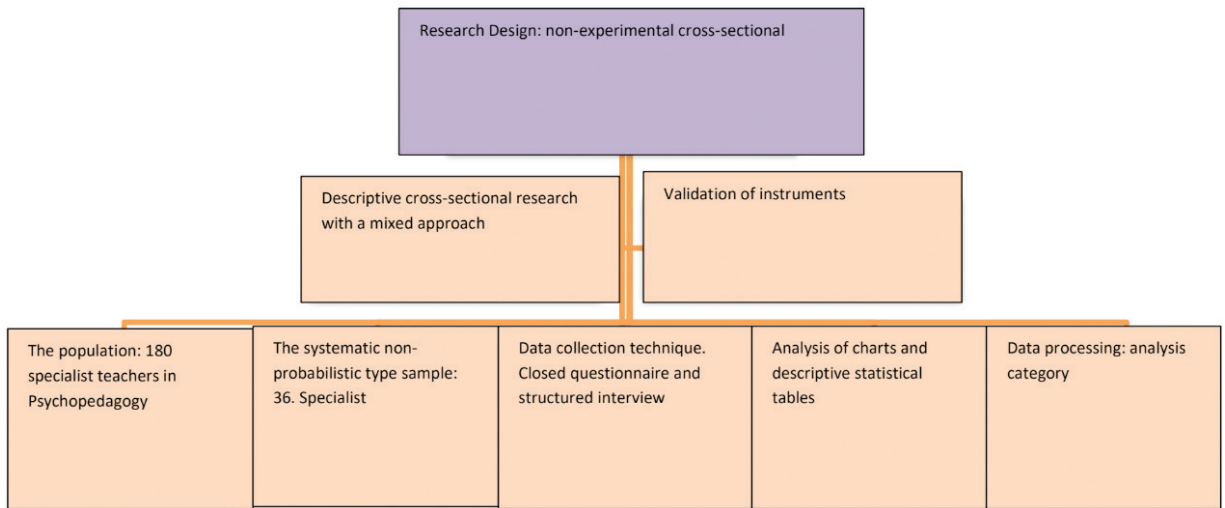
As for the quantitative approach, which requires a “representativeness” of elements of a population, rather, a careful and controlled choice of individuals with certain characteristics already specified in the problem statement”. It is qualitative because quantitative data will be treated through analysis and interpretation; on the other hand, the perceptions and opinions of the interviewed population will be presented in narrative form.

ANALYSIS AND DISCUSSION

The results obtained were made possible based on the analysis of two Analytical Matrices:

Analytical Matrix I - analysis and interpretation of tables elaborated from the application of questionnaires to specialists in Psychopedagogy. Thus, categories were created for better organization of the analysis:

1. Knowledge of Psychopedagogy in elementary schools in Parnaíba;
2. Pedagogical practices that alleviate



learning difficulties in elementary schools in the city of Parnaíba;

3. Psychopedagogical strategies used by educational psychologists that favor the prevention or overcoming of learning difficulties.

4. Actions by specialists in Psychopedagogy that contribute to the prevention and overcoming of learning problems;

Analytical Matrix II – analysis and interpretation of interviews.

KNOWLEDGE OF PSYCHOPEDAGOGY IN ELEMENTARY SCHOOLS IN PARNAÍBA:

Reason for having studied Specialization in Psychopedagogy	Frequency %
1. To improve teaching practice	64
2. To work as a Psychopedagogue	22
3. To have a postgraduate degree	14

Table 01 - Reasons for having studied Psychopedagogy in order of preference.

Source: Own elaboration, 2023.

In this table, the results were 64% said they had taken a specialization course in Psychopedagogy to improve practice in the

classroom, 22% answered that they only attended to obtain the title of specialist and only 14% had the intention of being a psychopedagogue.

With this, it is clear that the majority certainly had the intention of improving the pedagogical practice in the classroom, it is correct to say that this specialist acquired knowledge to act in the classroom in order to prevent learning difficulties.

But without denying that the course provides specific knowledge to identify learning problems and support in the treatment of these difficulties.

THE PSYCHOPEDAGOGICAL STRATEGIES USED BY EDUCATIONAL PSYCHOLOGISTS TO HELP OVERCOME LEARNING DIFFICULTIES IN ELEMENTARY SCHOOLS

Where you work professionally as a psychopedagogue	Frequency %
School and hospital	8
Clinic	8
Hospital	4
School	8
School and clinic	8

Table02 – Where they act as a Psychopedagogue.

Source: Own elaboration, 2023.

According to the presentation of this table,

it was observed that 8% of respondents claim to work in the clinic and at school, that is, of the few who work as psychopedagogues, these are also in the classroom. 8% work exclusively at school and 8% only in the clinic, and another 8% work in the school and hospital and only 4% in the hospital.

This is what Professor T tells us in her interview: “*Unfortunately, as a psychopedagogue, the salary is not attractive or rewarding.*” It is noticed how the profession of psychopedagogue does not have the necessary appreciation to attract more adherence to this area.

3.4 The actions of specialists in Psychopedagogy that contribute to the prevention and overcoming of learning problems.

Specialist in Psychopedagogy at school (not as a psychopedagogue)	Frequency %
Classroom	64
Coordination	8
Direction	9
Others	10

Table 03 – Specialist in Psychopedagogy at School.

Source: Own elaboration, 2023.

It is observed in this table that 64% of professionals are actually in the classroom, 8% work in pedagogical coordination and 9% are performing school management functions, adding up to a total of 91% of these professionals working within schools.

Thus, the evidence of this teacher’s performance to develop strategies for the prevention of learning difficulties is once again highlighted. Both in Tables 6 and 7 mention is made of one more of the objectives of the research: to identify the contribution of specialists in psychopedagogy in Elementary Schools.

In Education, three figures are identified as responsible for the effectiveness of the

school: the principal, the coordinator and the teaching supervisor. The first two are usually at school every day, in direct contact with teachers, students and staff.

As Almeida (2010) states:

They are the ones who detect, with a careful eye on the movement inside and outside the walls, in the corridors and in the classrooms, the learning needs of children and young people, the demand for teacher training and the conditions of the infrastructure.

The third character in this triad is the education secretary responsible for helping directors and coordinators to better perform their duties in schools.

Knowledge to identify a learning disability	Frequency %
Sometimes	25
Always	17
Almost always	44
Rarely	14
Never	0

Table 04 – Knowledge to identify (diagnose) a learning disability.

Source: Own elaboration, 2023.

Before starting the analysis of the table’s content, it is interesting to clarify the issue of identifying a learning difficulty, in order to understand the process of constructing a diagnosis.

In the first place, the identification by the teacher of some indications that point to the non-normal learning of the individual and this identification comes before a psychopedagogical diagnosis itself. This diagnosis is carried out by a psychopedagogue or member of an interdisciplinary team.

Therefore, the explanations made in table 04, in which 44% said they almost always use their knowledge to favor a diagnosis of learning difficulties. 25% stated that they only sometimes managed to collaborate in a diagnosis and 17% stated that they always

have the knowledge to contribute to the formulation of a diagnosis.

Development of pedagogical actions to prevent learning difficulties	Frequency %
Always	28
Almost always	33
Sometimes	33
Rarely	6
Almost never	0

Table 05 – Development of pedagogical actions to prevent learning difficulties.

Source: Own elaboration, 2023.

Based on the fifth table provided, we can observe the following data: 33% of people claim that they almost always develop pedagogical prevention actions. This indicates that these people are engaged in implementing practices and strategies that aim to prevent learning difficulties and promote a teaching environment favorable to the progress of students.

Another 33% claim that they sometimes develop these preventive didactic actions. These people may be involved in prevention practices but may not apply them consistently or systematically. Perhaps they implement preventive measures only in certain situations or at specific times.

Finally, 28% state that they always develop pedagogical prevention actions. This suggests that these people are fully committed to adopting preventive approaches and strategies as an integral part of their pedagogical practice.

As such, they regard prevention as a key element of student success and strive to consistently implement preventive measures.

These data indicate that there is a diversity of approaches in relation to the development of pedagogical prevention actions. While a considerable portion claim to develop them almost always or always, a similar percentage claim to do so only sometimes. This suggests

the existence of different levels of engagement and prioritization of these preventive practices by the professionals involved.

Since other studies reaffirm the importance of psychomotricity for school learning and highlighted the need, from early childhood education, to offer motor activities aimed at strengthening and consolidating psychomotor functions, fundamental for success in reading and writing activities, as pointed out by Furtado (1998), Nina (1999), Cunha (1990), Oliveira (1992) and Petty (1988).

What did the specialization in Psychopedagogy favor?	Frequency %
The school finds solutions to its learning problems	11
The student can be seen with a different look	14
The school can count on specialized assistance for its students	17
Students' learning difficulties can be prevented	25
The educator finds solutions to his/her pedagogical dilemmas	33

Table 06 – What did the specialization in Psychopedagogy do for you?

Source: Own elaboration, 2023.

It was identified that 33% of the interviewees affirm that the specialization in Psychopedagogy favors the teacher in the search for solutions to their pedagogical dilemmas. This suggests that these professionals believe that acquiring knowledge in Psychopedagogy provides them with tools and strategies to deal with challenges and problems related to teaching.

Thus, 25% of people say that this specialization favors the prevention of student difficulties. This indicates that these respondents believe that professionals trained in Psychopedagogy can identify students' learning difficulties early and implement preventive measures to help them overcome such challenges.

In addition, 17% state that the specialization

in Psychopedagogy favors the school, allowing it to have specialized care for its students. This perspective suggests that the presence of professionals trained in Psychopedagogy at school can offer specific and individualized support to students, helping in the educational and emotional development of each one.

These data indicate that many people perceive specialization in Psychopedagogy as an advantage both for teachers to deal with their pedagogical issues, as well as for preventing student difficulties and providing specialized care in schools.

And then follows the analysis of the table on the factors observed in students to diagnose a learning difficulty.

Factors observed in the student to diagnose a learning disability.	Scale	Frequência %
Performance in the classroom Production of works Homework	I totally agree	10
Performance in activities Interview with teachers	I agree	20
Interview with parents	I partially agree	6

Table 07 – Factors observed in the student to diagnose a learning disability.

Source: Own elaboration, 2023.

Based on the data provided, we can observe the following information:

20% of participants agreed in all of the above mentioned categories. This indicates that this portion of respondents recognizes the importance of factors related to specialization in Psychopedagogy, such as solutions to pedagogical dilemmas, prevention of student difficulties and specialized care at school.

These criteria are considered significant in formulating a diagnosis of learning disability. While 10% of the participants fully agreed with the mentioned criteria. This means that this percentage of respondents consider these factors to be extremely important in the assessment and diagnosis of learning difficulties. They recognize the relevance of

specialization in Psychopedagogy and value its application in educational practices.

In addition, 6% of the participants partially agreed with the mentioned criteria. This suggests that this portion of respondents consider these factors relevant, but perhaps do not attach the same importance as the 10% mentioned above. They partially recognize the influence of the specialization in Psychopedagogy in the formulation of diagnoses of learning difficulties.

These data highlight the perception of different groups of respondents about the importance of the criteria mentioned for formulating a diagnosis of learning difficulties. Although there is a significant proportion of agreement in all categories, it is important to consider that there is still a percentage that may have different views or partial agreement with these criteria.

INTERVIEWS WITH EDUCATION AND HEALTH PROFESSIONALS WITH A POSTGRADUATE DEGREE IN PSYCHOPEDAGOGY

When the Education and Health professionals were asked about the positive pedagogical practice that favored or alleviated learning difficulties in Elementary Schools in the city of Parnaíba, we obtained some satisfactory arguments.

Therefore, in reference to the contribution of Psychopedagogy to the improvement of pedagogical action, it is interesting to consider that it favors a more comprehensive view within the educational process. It can help to solve the numerous problems existing in schools. All were unanimous in expressing, in one way or another, the gains with the specialization in Psychopedagogy.

“It broadened my view as a pedagogue further, due to the issues that we see in terms of knowledge of the teaching and learning process, in terms of teaching and learning”

(pA).

“A lot, because there are a lot of learning difficulties in schools, the number of children who have difficulties is overwhelming and you don't know why, so Psychopedagogy gives you that... a different look” (pB).

“I learned a lot for my pedagogical practice and it met my aspirations, because I learned how to intervene to improve learning, with different activities according to the student's degree of difficulty” (pC).

These are some citations that reflect the perceptions of different professionals about the influence of Psychopedagogy in their pedagogical practices and in coping with learning difficulties. Let's analyze each quote separately:

This quote from pA: suggests that the knowledge acquired through Psychopedagogy broadened the professional's view as a pedagogue. She highlights the importance of this knowledge to better understand the teaching and learning process, as well as the issues involved in teaching and learning. This implies that training in Psychopedagogy brought new perspectives and insights to this person's pedagogical practice.

The speech of the interviewee pB: highlights the importance of Psychopedagogy in the context of learning difficulties. The person claims that these difficulties are very common in schools and that the reason behind them is often unknown. Psychopedagogy is seen as an approach that allows a different look, making it possible to better understand and deal with these difficulties. This perspective emphasizes the importance of psychopedagogical knowledge to identify the causes and develop intervention strategies.

In the quote from pC: the person reports that he learned a lot and that this training met his aspirations. She highlights the importance of intervening to improve students' learning, using different activities

according to the degree of difficulty of each student. This perspective emphasizes the role of Psychopedagogy in promoting more effective pedagogical practices adapted to the individual needs of students.

In summary, these citations show the positive perception of professionals about the influence of Psychopedagogy in their pedagogical practices. They highlight the gain in knowledge, the expansion of the pedagogical vision, the understanding of learning difficulties and the importance of differentiated interventions to improve the teaching and learning process.

Psychopedagogy is a training area that collaborates in other related areas, such as speech therapy, as the interviewee says:

“[...]the look of the speech therapist is a very clinical look, we look at the patient as a whole, but as a person with a disability and when we start to study psychopedagogy, we start to have another look at the issue of the individual of all sides, social individual, emotional individual...” (pD).

However, one cannot fail to mention teacher training so that, during his professional career, he can use limiting beliefs in the modality of knowledge and the way of teaching, what Fonseca (2008) calls pedagogical matrices.

Because these matrices are responsible for the pedagogical intervention, this means that Psychopedagogy provides the construction of the pedagogical matrix for teacher training, not only articulating theoretical aspects, but also the experiences in which learning is involved.

This way, being a teacher is a process of search, of authorship that does not dispense with models: they seem to be important for any professional, which is why Psychopedagogy contributes in a unique way to the formation of these pedagogical matrices ((FONSECA, 2008).

Therefore, regarding the psychopedagogical strategies used by psychopedagogues that

favor overcoming learning difficulties in elementary schools, we can identify in postgraduate courses that they offer these strategies.

For example, the postgraduate course in Psychopeagogy, in its internship offers two areas of action, the clinic and the institution, and currently this internship has extended to the hospital environment.

In this sense, the importance of which area contributes most to providing the specialist in psychopedagogy with these strategies is investigated, as seen in the statements below:

“It contributes in both fields, as we know, it contributes significantly, in my case as I am focused on the issue of the Institution itself, I work within the pedagogical work, although focused on higher education, but we are allowed to bring the concepts of psychopedagogy to add to the knowledge of each discipline and making reference to the theoretical basis acquired in the specialization” (pA).

“In my case, I work at the clinic and at the school. In the clinic, the work is more individualized, so the effect is faster. At school, however, the work is done in groups, but attention is always given to children with difficulties” (Psicop.C).

“The question of the institution would be very important from the preventive side, because it would act within the school... it would be the preventive side that is extremely important” (Fonoaud.D).

In this quote from pA, she highlights that Psychopedagogy makes a significant contribution in two fields of action. She mentions being focused on the question of the institution, acting in the pedagogical field, even focused on higher education. She also reports that it is allowed to use the concepts of Psychopedagogy to complement the knowledge of each discipline, incorporating the theoretical basis acquired in the specialization. This suggests that training in

Psychopedagogy enriches their pedagogical practice, allowing a more comprehensive and grounded approach.

In this speech by Psicop.C: it points out the performance of the person, both in a clinic and in a school. She points out that the work at the clinic is more individualized, which allows for faster results. At school, the work is carried out in groups, but always giving special attention to children with difficulties. This suggests that Psychopedagogy plays an important role both in individual contexts, such as the clinic, and in collective contexts, such as the school, adapting its approaches to meet the specific needs of each environment.

Speech therapist D: mentions the importance of Psychopedagogy within school institutions, especially in the preventive aspect. She emphasizes that the presence of Psychopedagogy at school can contribute to the prevention of learning difficulties. This view underscores the importance of early identifying possible difficulties and implementing preventive strategies to help students.

Thus, these speeches show the contribution of Psychopedagogy in different contexts, such as teaching institutions, clinics and schools. They highlight the importance of the psychopedagogical approach both in individual work and in group work, adapting to the specific needs of each environment. In addition, there is emphasis on the importance of preventive work, working within school institutions to identify and deal with possible learning difficulties early.

For Gasparian (2005), Psychopedagogy is a field of action in Health and Education that deals with the human learning process: its normal and pathological patterns considering the influence of the family environment, school and society – in its development, using its own procedures of Psychopedagogy, it can be considered that both in the clinic and in

the Institution it contributes substantially to the development of man in society. However, it constitutes an area of knowledge due to its specific object, the learning process.

FINAL CONSIDERATIONS

This research had Pedagogy as a theoretical foundation, going through the theoretical body of Psychology to reach the foundations of Psychopedagogy, which is the subject of this study. The research sought to analyze and identify, as far as possible, the contributions of Psychopedagogy to the prevention and overcoming of learning difficulties in Elementary Schools in the city of Parnaíba-PI/Brazil.

Having said that, it is important to know that the lato-sensu postgraduate course, that is, the specialization in Psychopedagogy, arrived in Parnaíba in 1995, through UNICE (``Universidade do Ceará``) in partnership with UFPI (``Universidade Federal do Piauí``) and Since then, it has been expanding to the present day, being offered by numerous institutions, but the implementation of the first postgraduate class in Institutional Psychopedagogy by the INTA Colleges (Institute of Applied Theology) in partnership with the International Faculty of Delta (FID).

Dr. Marisa Pascarelli, emphasizes that it is always a preventive work and sometimes it can even reach overcoming, which is only possible when the work is carried out with the guidance of a psychopedagogue who is acting, but one cannot expect a very positive result, when it is done only in the classroom by a specialist, as a result of overcoming difficulties, it only takes shape, when there is joint work with a multidisciplinary team and not just by a single professional who works in the classroom.

This way, it was also verified, the reasons that led these Education professionals to study specialization in Psychopedagogy, among them, it was pointed out, the search for the

improvement of the practice in the classroom, in second plan only, to obtain the certificate of specialist. And, only a minority had the intention of acting as a psychopedagogue, either in the institutional area or in the clinic.

However, we cannot say that they are effectively working to prevent and/or overcome learning difficulties. Thus, a table is presented of the objectives of the study that were achieved.

Research objectives	Goals achieved
1. The actions of specialists in Psychopedagogy that contribute to the prevention and overcoming of learning difficulties in Elementary Schools.	This objective was reached with the analysis of the questionnaire and interviews with directors and coordinators of the schools.
2. To verify the applicability of the knowledge of Psychopedagogy in Elementary Schools	This objective was reached in the analysis of the questionnaire, and confirmed in the interview with specialists in psychopedagogy.
3. Recognize the positive pedagogical practices that favor to alleviate learning difficulties in elementary schools in the city of Parnaíba	Objective reached in the interview with coordinators and directors.
4. Identify the psychopedagogical strategies used by educational psychologists that favor overcoming learning difficulties in Elementary Schools	Objective achieved in the interview with psychopedagogues who are working and director of postgraduate studies.

Table 07: Research Objectives Achieved

Source: own elaboration, 2023.

In this sense, a confrontation will be made with the initial research hypothesis, where it was stated that a teacher with specialization in psychopedagogy has support and training to act in the prevention and overcoming of learning difficulties that arise in the school context.

With this, it can be said that this hypothesis was denied, as we identified that learning difficulties are only prevented and/or overcome when there is teamwork, that is, by a multidisciplinary team.

This way, the school that has pedagogical support from these professionals may be showing some indicators for understanding

the students' learning difficulties and, through this identification, contribute to alleviate or even solve them.

Closing the gap for future research, on the condition that Psychopedagogy contributes to the development of new public policies

that benefit children with learning difficulties from an inclusive perspective, in addition to continuing in search of new collaborations of innovative sciences, in the case of Cognitive Neuroscience studies.

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