

AN INTEGRATIVE REVIEW ABOUT THE CONCEPT OF SCHOOL COMPLAINT

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ABSTRACT

The concept of school complaints is central to research and practice in School and Educational Psychology. This article aims to identify the scientific literature in Psychology about this concept. This is an integrative review encompassing 58 articles from the SciELO database, selected using the descriptors "school complaints/school complaint," and whose data were processed through a Content Analysis. Research reports predominate (75.9%), with a qualitative method (67.2%), published primarily between 2003-2012 (41.4%) and 2013-2021 (55.2%); 91.4% are affiliated with School/Educational Psychology (91.4%); 44.8% explicitly state theoretical frameworks and 55.2% implicitly state them. 70.7% are based on Critical School Psychology (22 articles) and Historical-Cultural Psychology (19), and 29.3% (17) on other theories/areas. School complaints are understood in many ways, encompassing: learning and behavioral problems; blaming students and their families; daily school life; biological aspects; and social, political, and economic aspects. The phenomenon complexity and the theoretical and practical inconsistencies present in the analyzed material raise the need to improve initial training and invest in the ongoing learning of psychologists from a critical perspective.

Keywords: school difficulties; literature review; school psychology; educational psychology; school complaints

Una revisión integrativa sobre el concepto de queja escolar

RESUMEN

El concepto de queja escolar es central en la investigación y actuación en Psicología Escolar y Educacional. Este artículo tiene como objetivo identificar la producción científica en Psicología acerca de ese concepto. Se trata de una revisión integrativa que abarca 58 artículos de la base de datos SciELO, seleccionados a partir de los descriptores quejas escolares/queja escolar y cuyos datos se trataron en un Análisis de Contenido. Predominan relatos de investigación (el 75,9%), con método cualitativo (el 67,2%), publicados sobremanera entre 2003-2012 (el 41,4%) y 2013-2021 (el 55,2%); el 91,4% están filiados a la Psicología Escolar/Educacional (el 91,4%); el 44,8% explicitan y el 55,2% dejan implícitos referenciales teóricos; el 70,7% están basados en la Psicología Escolar Crítica (22 artículos) y en la Psicología Histórico-Cultural (19), y el 29,3% (17) en otras teorías/áreas. La queja escolar es comprendida de formas diversas, abarcando: problemas de aprendizaje y comportamiento; culpabilización del (de la) estudiante y su familia; cotidiano escolar; aspectos biológicos; y aspectos sociales, políticos y económicos. La complejidad del fenómeno y las incoherencias teórico-prácticas presentes en el material analizado apuntan la necesidad de mejora de la formación inicial y la inversión en el aprendizaje continuada de los(las) psicólogos(as) en una perspectiva crítica.

Palabras clave: dificultades escolares; revisión de literatura; psicología escolar; psicología educacional; queja escolar

Uma revisão integrativa sobre o conceito de queixa escolar

RESUMO

O conceito de queixa escolar é central na pesquisa e atuação em Psicologia Escolar e Educacional. Este artigo tem como objetivo identificar a produção científica em Psicologia acerca desse conceito. Trata-se de uma revisão integrativa que engloba 58 artigos da base de dados SciELO, selecionados a partir dos descritores queixas escolares/queixa escolar e cujos dados foram tratados pela Análise de Conteúdo. Predominam relatos de pesquisa (75,9%), com método qualitativo (67,2%), publicados sobremaneira entre 2003-2012 (41,4%) e 2013-2021 (55,2%); 91,4% estão filiados à Psicologia Escolar/Educacional (91,4%); 44,8% explicitam e 55,2% deixam implícitos referências teóricas; 70,7%

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estão embasados na Psicologia Escolar Crítica (22 artigos) e na Psicologia Histórico-Cultural (19) e 29,3% (17) em outras teorias/áreas. A queixa escolar é compreendida de formas diversas, abrangendo: problemas de aprendizagem e comportamento; culpabilização do(a) estudante e sua família; cotidiano escolar; aspectos biológicos, e aspectos sociais, políticos e econômicos. A complexidade do fenômeno e as incoerências teórico-práticas presentes no material analisado ensejam a necessidade de melhoria da formação inicial e o investimento na aprendizagem contínua dos(as) psicólogos(as) numa perspectiva crítica.

Palavras-chave: dificuldades escolares; revisão de literatura; psicologia escolar; psicologia educacional; queixa escolar

INTRODUCTION

The relevance of the topic of school complaints is evident in the work of researchers, teachers, psychologists, and other professionals in the fields of Education and Health (Cavalcante & Aquino, 2018; Felix & Jorge, 2022; Sapienza & Bandeira, 2018; Schweitzer & Souza, 2018; Viégas, Freire, & Bomfim, 2018). However, there is no consensus about what constitutes a school complaint, which implies different ways for professionals to understand and deal with the phenomenon.

School complaints sometimes refer to learning difficulties and/or behavioral problems manifested by students and communicated by teachers to their guardians (Dazzani, Cunha, Luttigards, Zucoloto, & Santos, 2014), and sometimes are understood as a result of the network of relations woven in the schooling process (B. Souza, 2007; M. R. P. Souza, 2009). They are amenable to clinical intervention, as they are considered comorbidities of mental health problems (D'Abreu & Marturano, 2011; Felix & Jorge, 2022; Santos, França, & Batista, 2022) and/or as oral and written language disorders (Schirmer, Fontoura, & Nunes, 2004). Furthermore, they are frequently analyzed from a combination of biological, behavioral, and socio-emotional skills-related factors (Leonardo, Leal, & Rossato, 2015; Oliveira Neto & Melo, 2024).

When referenced to learning and/or behavior, according to Andrade and Gomes (2023), school complaints describe situations of students in which the following are present: aggressiveness, difficulty concentrating, agitation, restlessness, resistance to obeying rules, various learning difficulties, as well as manifestations such as anxiety, nervousness, and interpersonal relation problems, both with peers and teachers. These reports, frequently expressed by teachers and caregivers (of families), have guided diagnostic hypotheses, with suspicions of conditions such as Attention Deficit Hyperactivity Disorder (ADHD), hyperactivity, cognitive and school deficits, syndromes (such as Down Syndrome), global developmental disorders (such as Autism Spectrum Disorder - ASD), Oppositional Defiant Disorder (ODD), Obsessive-Compulsive Disorder (OCD), and phobias being raised in 61% of cases (Andrade & Gomes, 2023). These findings point to a tendency towards the medicalization of difficulties faced in the school environment and highlight the importance of a careful, ethical, and interdisciplinary

analysis in the referral processes of these students.

In contrast to the medicalization of complaints, there are studies that problematize this conception and argue that they should be understood not as an individual symptom of the student, but as a construction traversed by institutional relations, normative expectations, and disciplinary logics (Magalhães, Monteiro, & Tondin, 2024). Furthermore, there is a constant tension in the recording of complaints, as Andrade and Gomes (2023) point out: while they are fundamental instruments for activating the protection and care network, they can also operate as mechanisms of exclusion or labeling, especially when captured by the hegemonic biomedical gaze.

In the literature review about school complaints, Dazzani et al. (2014) point to the presence of the critical and socio-historical perspective in most studies: of 21 articles, 17 pay attention to the critical view that goes beyond blaming students and their families, and consider the school system as a producer of school failure. In contrast, another literature review identifies a predominance of non-critical articles: of 78 studies, 52 address neuronal, emotional, performance, and effectiveness aspects, tending to frame these complaints as a result of individual processes (Leonardo, Leal, & Rossato, 2015).

From the above, it is noted that the studies reflect different and even divergent theoretical-practical constructs that underlie the ways of looking at and dealing with school-related complaints, which gives rise to the need for further studies. Given that school complaints are part of the work of education professionals and due to the implementation of Law nº 13.935, of December 11, 2019 (Brazil, 2019), which provides for the provision of Psychology and Social Work services in public Basic Education networks, the discussion about this concept is increasingly relevant and can guide practices based on the social commitment of Psychology, contributing to the resurgence of psychopathology and medicalization of difficulties in the schooling process.

Therefore, the objective of this article is to carry out an integrative review of scientific productions in the field of Psychology regarding the concept of school complaint, as well as the different ways in which it has been explored. The different ways of elaborating the aforementioned concept, the areas/theories of Psychology that use it, and the theoretical frameworks

that underpin the possible conclusions are pointed out situations of this phenomenon.

METHOD

This is a bibliographic research, carried out between May 2021 and April 2022, which collected already published material (Gil, 2008), using the integrative review method, which allows the systematic inclusion of experimental and non-experimental studies, linking theoretical and empirical data (M. T. Souza, Silva, & Carvalho, 2010). The procedure helped determine the general knowledge about the research question - possible conceptualizations of school complaints - by identifying, analyzing, and synthesizing studies on the same topic, in a six-phase process (M. T. Souza et al., 2010), namely:

1) Identification of the gap to be filled: in this stage, the objectives that guided the research were defined, that is, to understand the different conceptualizations of school complaints presented in scientific productions about the subject, as well as to identify the areas of Psychology that deal with school complaints and the theoretical frameworks that underpin the studies.

2) Search for material in the literature and definition of descriptors and possible combinations: the SciELO electronic database of scientific production was consulted, using the combination of the descriptors school complaint/school complaints, in search of articles published between 1997 (the year of the first edition of the book *Psicologia Escolar: em busca de novos rumos*, organized by Adriana Marcondes Machado and Marilene Proença Rebello de Souza, which records a conceptualization of school complaint) and 2021. 161 articles were found.

3) Collection of material using inclusion/exclusion criteria: in order to address the gap identified in step 1, articles that correspond to some area of Psychology or an interdisciplinary project that encompasses this science and that have at least one author with a degree in it were included. Chapters, books, dissertations, and theses were excluded due to the time available for conducting the study, the significant volume of materials found, and the fact that scientific journals publish results presented in dissertations and theses. After screening the 161 articles, 58 were selected for analysis.

4) Analysis of obtained in the article survey: an analysis protocol was developed to guide the reading of the scientific production. It consisted of basic information identifying the material (title, authorship, journal, year of publication, and institution hosting the journal), items related to the particularity of the production (type of study and method adopted), and specific items related to the study topic (conceptualization of school complaints and theoretical framework used), in addition to a field for observations and highlights from the research team itself. The 58 articles were read in full, and the protocol was completed.

5) Discussion about the results: the data obtained were compared, and inferences and possible conclusions were drawn regarding the theoretical framework and the gaps identified previously. At the time, an Excel spreadsheet was created containing the following information from the articles selected for comparison: title, authorship, degree of each author, year of publication, area of Psychology, theoretical framework, explicit statement of the theoretical framework (yes or no; if yes, which one), type of study (research report, experience report, literature review, or theoretical essay), method (qualitative, quantitative, or mixed), journal where it was published, definition/conceptualization of complaint, abstract.

6) Writing the integrative review itself: the last step involved presenting the entire process carried out, in an objective and coherent manner, outlining a new theoretical framework about the subject, here represented by the understanding and critical analysis of the conceptualizations of the phenomenon of school complaints.

According to M. T. Souza et al. (2010), integrative reviews use the construction of categories to systematize the similarities, characteristics, and incidences of the articles surveyed. In this sense, the organization and treatment of the collected data were guided by Content Analysis (Bardin, 1977/2000), therefore, treated in three phases: 1) pre-analysis, 2) exploration of the material, and 3) treatment of the results, inference and interpretation. The results are organized into categories.

RESULTS

As mentioned, the search in the SciELO database resulted in the identification of 161 articles with potential to compose the study. After reading the titles and abstracts, as well as identifying the presence of the inclusion criteria, 103 works that did not meet the established criteria were excluded, resulting in 58 studies that comprise this review. Since this is a survey conducted in only one database, the number of articles found is considered sufficient for the proposed integrative review.

Thus, the 58 selected articles, 44 (75.9%) are research reports, eight (13.8%) are experience reports, five (8.6%) are literature reviews, and one (1.7%) is a theoretical essay. Regarding the nature of the research, 39 (67.2%) are qualitative research, 13 (22.4%) are quantitative research, and six (10.4%) are mixed methods (qualitative and quantitative). Regarding the year of publication, two works (3.4%) were published between 1997 and 2002, 24 (41.4%) between 2003 and 2012, and 32 (55.2%) between 2013 and 2021.

The following results are organized into three topics: the Psychology area to which the work belongs, the theoretical framework adopted, and the conceptualization of school-related complaints.

Psychology Area

As noted by the Federal Council of Psychology (CFP), psychologists are qualified to work in any area described in CFP Resolution No. 03/2022, provided they are personally, theoretically, and technically qualified. These areas include: School/Educational Psychology, Organizational and Work Psychology, Traffic Psychology, Legal Psychology, Sports Psychology, Clinical Psychology, Hospital Psychology, Psychopedagogy, Psychomotricity, Social Psychology, Neuropsychology, Health Psychology, and Psychological Assessment. Following the inclusion criteria for the texts, all selected works have at least one author with a degree in Psychology. Therefore, at least one author is qualified to work in the areas specified by the CFP.

Among these areas, articles belonging to Clinical Psychology (3), Neuropsychology (1), Psychopedagogy (1) were found – which together represent 8.6% of the total – and, predominantly, to School/Educational Psychology (53) – 91.4%.

Theoretical Framework

Most articles do not present, anywhere in the text (abstract, introduction, method, discussion, and conclusions), the theoretical bases that underpin the study. In order to fill this gap, a careful review of the entire texts was carried out in order to identify which references were explicitly stated and which were implied by the discussions, terms, tools, methods, and references used by the authors.

From this verification, 26 texts (44.8%) explicitly state the theoretical frameworks and 32 (55.2%) leave them implicit. In this case, the identification was made based on the authors referenced in the work. Publications from Critical School Psychology (22) and Historical-Cultural Psychology (19) stand out, representing together 70.7%, but it is also possible to identify references (which together represent 29.3% of the total) from Cognitive-Behavioral Psychology (6), Psychological Assessment (5), Psychoanalysis (2), Behavioral Psychology (1), Gestalt (1), Systemic Psychology (1) and Developmental Psychology (1).

Conception of school complaints

Given the vast number of positions regarding the conceptualization of this phenomenon, and in order to portray this breadth and diversity, the collected material was categorized. Five categories were established, presented below, depending on the way of conceiving school complaints. It should be noted that the same work may appear in more than one category, since the conception(s) of school complaint is/are presented depending on the theoretical framework used and the practice carried out by the author(s). The articles are numbered from 1 to 58, and are listed (and numbered) in the Appendix “Research Sources”.

1. School complaints and learning and behavior problems

This section gathers mentions of school complaints conceived as learning and behavior problems, a concept present in 36 articles (1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 18, 24, 27, 28, 29, 31, 32, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 49, 50, 53 and 55) that address school complaints as a product of the school and the schooling processes that affect it. The following are identified as attitudinal, behavioral, and individual problems: aggressiveness, indiscipline, difficulties in interaction and coexistence (1, 3, 4, 5, 6, 7, 9, 12, 13, 15, 24, 27, 31, 33, 35, 36, 37, 42, 43, 49, 50 and 53); reading and writing difficulties (6, 12, 27 and 39); altered academic performance (8, 18, 17, 27, 31, 39, 40); “poor” school performance (24 and 50); school failure (16, 28, 29, 44, 45, 46, 55); and school absenteeism (32).

2. School complaints and blaming the student and their family

Includes 13 works (2, 3, 4, 5, 6, 11, 21, 34, 35, 44, 47, 51 and 52), whose conceptualization of school complaints is based on the relation between the student and their family, bringing in social, economic, and emotional aspects, as well as blaming the individual who has difficulty in the schooling process.

Regarding the family (3, 11, 21, 47, 51), the school complaint is attributed to the absence or lack of parental/guardian involvement in their children’s school matters, which is due to: social issues or disinterest; low financial resources to cover school supplies, food, and transportation for the children; and the condition of family “dysfunction,” which also involves emotional aspects.

As for blaming the student (2, 4, 5, 6, 34, 35, 44, 52), the school complaint is attributed to them individually. School difficulties are justified by issues such as: disinterest; lack of stimulation and motivation; lack of commitment to school assignments; Deficient level of intelligence and development; lack of individual skills, such as self-efficacy and self-concept.

3. School complaints and daily school life

Ten texts present school complaints as a result of situations that develop in the daily life of the school (3, 9, 10, 11, 12, 21, 31, 35, 44 and 49). These occurrences are represented as follows: lack of technique on the part of teachers to teach classes; problems in relationships in the school environment, whether between peers (of students), between students and teachers, or between students and other members of the school body; teaching materials and classes that are distant from the reality of the students; constant turnover of educators; absence of space for reflection in schools; disqualification of teaching knowledge; ineffectiveness of the school curriculum; loss of authority of the teacher figure.

4. School complaints and biological aspects

School complaints are treated as difficulties of the student whose origin is biological, involving neurological

aspects, intelligence level, neurodevelopmental disorders, among others. These aspects were identified in nine studies (3, 4, 5, 6, 7, 21, 31, 33, 45).

These mentions can be further divided, as some studies address these causes of school complaints in a critical way, in order to analyze the phenomenon of school complaints and identify that the school or the professionals associated with the schooling process deal with the complaint as a result of biological factors, that is, individualizing and blaming the student and their family (3, 4, 5, 6, 21). Another group of studies considers biological aspects as a cause of learning difficulties and promotes individual interventions with students, such as psychological evaluation and psychopedagogical treatment (7, 31, 33, 45).

5. School complaints and social, political and economic aspects

Nineteen studies consider school complaints from a perspective that takes into account the social, political and economic context that encompasses the student's life (14, 18, 19, 20, 22, 23, 25, 26, 30, 31, 32, 38, 45, 48, 53, 54, 56, 57 and 58). Considering this context involves understanding the student: in their potential and tastes; as a socially, historically, politically, culturally and economically determined being; and the relations they forge. Furthermore, consider the institutional context in which he/she is embedded and the violence of capitalist society reproduced by the school.

DISCUSSION

In this way, the works analyzed, two (3.4%) were published between 1997 and 2002 and 24 (41.4%) between 2003 and 2012, therefore, a considerable number of studies were carried out more than a decade ago, which may reflect outdated information and data. However, the majority of the works - 32 (55.2%) - were published between 2013 and 2021. This demonstrates that, despite the number of possibly outdated articles, new research is being carried out on the phenomenon of school complaints.

This review aimed to understand the ways of comprehending school complaints in the consulted bibliography and resulted in three points. The first concerns the areas of Psychology in which school complaints have been studied. School/Educational Psychology, due to the specific role of the psychologist, is responsible for conducting research, diagnoses, and interventions that take into account biopsychosocial aspects, institutional and political segments, and all actors in the educational system involved in the teaching-learning process (B. Souza, 2007). However, the complaint is not always conceived in this way. Although the vast majority of publications (53 = 91.4%) have been carried out in this area, school complaints are often not addressed from a perspective, as expressed by B. Souza (2007), that understands the subject as a contextual

being, inserted in a social, cultural, and political space. In other words, the discussions of authors in this area do not always align with the critical perspective.

The second point refers to the theoretical frameworks from which texts about school complaints are produced. In most studies (32 = 55.2%), the theoretical framework is not indicated, that is, central concepts are not made explicit or lack depth. This gap weakens the studies as their scope is not sufficiently consistent, and it hinders dialogue among researchers.

Although most field research and theoretical research demonstrate pathologizing and blaming practices, which do not understand the student in their context, the points raised by the authors are critical of this perspective of work. This demonstrates that, despite the fact the psychologists' performance portrayed in the studies in question mostly does not revolve around practices that engender the potential and participation of students and other participants in the school setting, studies are being developed aiming to achieve what Meira (2003) and Tanamachi and Meira (2003), among others, advocate: an action that values the social transformation of the educational context.

The third and final point concerns the conceptualization of school complaints in the analyzed literature. According to CFP Resolution No. 03/2022 (CFP, 2022), which establishes the professional areas of specialization in Psychology, it is the responsibility of the school and educational psychologist to carry out research, diagnoses, and interventions from all segments of the educational system involved in the teaching-learning process. Interventional action appears, in the vast majority of the articles submitted, as preventive and corrective actions carried out at the individual or collective level. This evidence opens space to understand why school demands, especially school complaints, have been conceptualized and addressed by Psychology from a corrective and blame-laden perspective, which portrays the student as incapable of learning (Patto, 1984).

Most of the articles are anchored in perspectives considered critical in School and Educational Psychology. From this perspective, B. Souza (2006) understands school complaints as an "emergent of a network of relations" (p. 314), which involves social, political, and institutional determinants (Patto, 1984). In other words, the object of evaluation of a complaint is not the student, but rather this network, so that the complaint is seen as a product of the schooling process.

School complaints are presented as demands formulated by parents/guardians, teachers, and pedagogical coordinators and referred to psychologists for assistance. These are situations that must be managed considering the singularities of each school context, in order to carry out psychopedagogical interventions that do not (psycho)pathologize or blame the students, but rather favor their prominence in their schooling process,

involving the school, teachers, family members, and other people in the school community.

The results of the analysis undertaken demonstrate a lack of understanding of the social and cultural reality of a large part of Brazilian families. Fathers, mothers, and guardians are held responsible for school-related complaints for supposedly having an attitude of “lack of interest” or for not having the financial means to assist in the schooling process of their children, that is, the network close to the child or guardian or the adolescent is blamed, and educational policies in general, and schools specifically, are absolved of responsibility. Therefore, by referring students’ school issues solely to families, the function that concerns the school is disregarded, and its product is consequently alienated through the alienation of education (Meira, 2003). Furthermore, the necessary referral of families in vulnerable situations to the social protection network may be discarded (Magalhães et al., 2024).

The close blaming of the student demonstrates that individualizing the school complaint to him/her, just as blaming his/her family also means breaking with the responsibilities that fall to the school itself. This goes against what a critical perspective of action and network intervention seeks, mainly because it disregards the social, political, and institutional determinants (B. Souza, 2006).

Treating complaints as a personal product reifies individualizing, biologizing, psychologizing, (psycho) pathologizing, and medicalizing conceptions that blame students, their families, and the sociocultural environment for the difficulties identified as learning and behavioral problems. In short, disregarding the school context in the production of difficulties places the educational institution as a “victim” of its own clientele (Collares & Moysés, 1996).

On the other hand, conceiving complaints as a product of the schooling process makes it possible to consider them in their multidimensionality and integrate the various actors and institutions involved (Magalhães et al., 2024). By involving the school, possibilities open up for transformative action not only in the student academic life, but also in the school, family, and social reality (Meira, 2003; Salomão, 2024; Tanamachi & Meira, 2003).

Conceiving complaints as a product of the schooling process (B. Souza, 2007; M. R. P. Souza, 2009) is a turning point in the way we look at and intervene in the phenomenon, since psychological practices are geared towards mediating the relations established between its protagonists. With the implementation of Law nº

13.935/2019, this work must take place in conjunction with social workers, and for this, interdisciplinary dialogues and attention in an intersectoral network (Education, Health, Social Assistance, etc.) are essential (Magalhães et al., 2024), promoting a democratic, emancipatory and citizen-oriented education (Andrade & Gomes, 2023).

Unlike what is evidenced in some of the texts analyzed, the teaching-learning process should not be understood through the banking logic of depositing content and not investing in the meanings attributed to the role of becoming aware of oneself, others, and society (Freire, 1968). Therefore, it is up to all education professionals, including school psychologists, to approach the reality of students, always seeking to consider the affective and cognitive aspects and the establishment of a bond among the parties involved in this process (Meira, 2003; Tanamachi & Meira, 2003).

Vygotsky (2001) teaches that understanding human thought in its totality requires taking into account these dimensions (cognitive and affective), in their nature which is social, historical, and culturally constructed. This perspective indicates that the complaints involving the various difficulties experienced in daily school life demand, in a vision of transforming reality, strategies that highlight their critical character, that is, eminently humanizing for all people (Felix & Jorge, 2022; Meira, 2003; Meira & Tanamachi, 2003; Mello & Rubio, 2013).

FINAL CONSIDERATIONS

This research enabled the study of school complaints based on articles published on the SciELO platform. Given the large volume of material found, it is suggested that future research consider other descriptors and school phenomena, other databases and other types of publications, and contemplate other areas of knowledge, such as Education and Health, due to their possible specificities in dealing with the issue at hand.

The results of this study demonstrate the complexity of the phenomenon and the theoretical and practical incoherencies and inconsistencies present in the material studied, and point to the need for psychology professionals to seek continuous learning, since it can be inferred that there are many gaps in initial training in this area that materialize in the absence of references relevant to critical practice in School and Educational Psychology. Ultimately, contextualized interventions and approaches are essential for Psychology to contribute to the school fulfilling its social function of transmitting historically accumulated knowledge with a view to transforming unjust social reality.

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ANNEX: SOURCES OF THE RESEARCH

Artigo 1: O sentimento de vergonha em crianças e adolescentes com TDAH.

Autor: Fernandes, A. P. A, Dell'Agli, B. A. V., & Ciasca, S. M.

Acesso: <https://doi.org/10.1590/1413-737223710015>

Artigo 2: A psicologia escolar e a educação inclusiva: Uma leitura crítica.

Autor: Dazzani, M. V. M.

Acesso: http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1414-98932010000200011&lng=pt&tlng=pt

Artigo 3: Queixa escolar e atendimento psicológico na rede de saúde: Contribuições para debate.

Autor: Ramos, G. R., & Cotrin, J. T. D.

Acesso: <https://www.scielo.br/j/pee/a/RWTy4f68PvZ5h9bWkq3XBrS/>

Artigo 4: Desvendando a queixa escolar: Um estudo no Serviço de Psicologia da Universidade Federal de Rondônia.

Autor: Nakamura, M. S., Lima, V. A. A., Tada, I. N. C., & Junqueira, M. H. R.

Acesso: <http://dx.doi.org/10.1590/S1413-85572008000200013>

Artigo 5: Queixa escolar: atuação do psicólogo e interfaces com a educação.

Autor: Braga, S. G., & Morais, M. L. S.

Acesso: http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1678-51772007000400003&lng=pt&tlng=pt

Artigo 6: Os sentidos atribuídos à queixa escolar por profissionais de escolas públicas municipais.

Autor: Schweitzer, L., & Souza, S. V.

Acesso: <https://doi.org/10.1590/2175-35392018034949>

Artigo 7: Crianças e adolescentes com problemas emocionais e comportamentais têm necessidade de políticas de inclusão escolar?

Autor: Gauy, F. V.

Acesso: <https://dx.doi.org/10.1590/0104-4060.44687>

Artigo 8: A queixa escolar sob a ótica de diferentes atores: Análise da dinâmica de sua produção.

Autor: Cunha, E. O., Dazzani, M. V. M., Santos, G. L., & Zucoloto, P. C. S. V.

Acesso: <https://dx.doi.org/10.1590/1982-02752016000200006>

Artigo 9: Psicologia, formação de psicólogos e a escola: Desafios contemporâneos.

Autor: Asbahr, F. S. F., Martins, E., & Mazzolini, B. P. M.

Acesso: <https://www.scielo.br/j/pe/a/rrSYxNkhWdN3BGnhNKMMDFx/abstract/?lang=pt>

Artigo 10: Abordagem gestáltica e psicopedagogia: Um olhar compreensivo para a totalidade criança-escola.

Autor: Dusi, M. L. H. M., Neves, M. M. B. J., & Antony, S.

Acesso: <https://doi.org/10.1590/S0103-863X2006000200003>

Artigo 11: Orientação quanto à queixa escolar relativa a adolescentes: Especificidades.

Autores: Lima, C. P., Prado, M. B. S., & Souza, B. P.
Acesso: <https://dx.doi.org/10.1590/S1413-85572014000100007>

Artigo 12: Infância e adolescência: Como chegam as queixas escolares à saúde mental?
Autor: Carneiro, C., & Coutinho, L. G.
Acesso: <https://dx.doi.org/10.1590/0104-4060.37764>

Artigo 13: Formação de conceitos por crianças com necessidades especiais.
Autor: Souza, C. M. L., Huera, L., Batista, C. G., & Laplane, A. L. F.
Acesso: <https://old.scielo.br/pdf/pe/v15n3/v15n3a03.pdf>

Artigo 14: Encaminhamentos escolares na rede de representações de educadores e profissionais da saúde.
Autor: Gonçalves, M. R., & Gualtieri, R. C. E.
Acesso: <https://dx.doi.org/10.1590/2175-35392019019064>

Artigo 15: A associação entre variáveis sócio-demográficas e plumbemia em crianças.
Autor: Dascanio, D., & Valle, T. G. M.
Acesso: <https://doi.org/10.1590/S0103-863X2008000300010>

Artigo 16: As queixas escolares na compreensão de educadores de escolas públicas e privadas.
Autor: Bray, C. T., & Leonardo, N. S. T.
Acesso: <https://doi.org/10.1590/S1413-85572011000200007>

Artigo 17: Família, dificuldades no aprendizado e problemas de comportamento em escolares.
Autor: Marturano, E. D., & Elias, L. C. S.
Acesso: <https://doi.org/10.1590/0104-4060.44617>

Artigo 18: Diálogos sobre medicalização da infância e educação: Uma revisão de literatura
Autor: Beltrame, R., Gesser, M., & Souza, S.
Acesso: <https://dx.doi.org/10.4025/psicoestud.v24i0.42566>

Artigo 19: Narrativas de familiares sobre as dificuldades no processo de escolarização.
Autor: Santos, G. L., Dazzani, M. V. M., & Zucoloto, P. C. S. V.
Acesso: <https://dx.doi.org/10.1590/2175-35392019012883>

Artigo 20: A intervenção do psicólogo em contextos de educação especial na grande Florianópolis.
Autor: Mattos, L. K., & Nuernberg, A. H.
Acesso: <https://dx.doi.org/10.1590/S1413-65382010000200004>

Artigo 21: Concepções e atuação profissional diante das queixas escolares: Os psicólogos nos serviços públicos de saúde.
Autor: Cabral, E., & Sawaya, S. M.
Acesso: <https://dx.doi.org/10.1590/S1413-294X2001000200003>

Artigo 22: Fracasso escolar e Conselho Tutelar: Um estudo sobre os caminhos da queixa escolar.
Autor: Bett, G. C., & Lemes, M. J.
Acesso: <https://dx.doi.org/10.1590/2175-35392020217251>

Artigo 23: Uma crítica à produção do TDAH e a administração de drogas para crianças.
Autor: Cruz, B. A., Lemos, F. C. S., Piani, P. P. F., & Brigagão, J. I. M.
Acesso: <https://dx.doi.org/10.5935/1678-4669.20160027>

Artigo 24: Gênero, adversidade e problemas socioemocionais associados à queixa escolar.
Autor: Marturano, E. D., Toller, G. P., & Elias, L. C. S.
Acesso: <https://doi.org/10.1590/S0103-166X2005000400005>

Artigo 25: A construção de práticas críticas em espaços de formação do/a psicólogo/a escolar.
Autor: Bulhões, L. F.
Acesso: <https://doi.org/10.1590/2175-35392018011954>

Artigo 26: A atuação de psicólogas(os) na escola: Enfrentando desafios na proposição de práticas críticas.
Autor: Andrade, P. C., Dugani, L. A. C., Petroni, A. P., & Souza, V. L. T.
Acesso: <https://doi.org/10.1590/1982-3703003187342>

Artigo 27: “Eu posso resolver problemas” e oficinas de linguagem: Intervenções para queixa escolar.

Autor: Elias, L. C. S., & Marturano, E. M.
Acesso: <https://doi.org/10.1590/S0102-37722014000100005>

Artigo 28: A queixa escolar nos ambulatórios públicos de saúde mental: Práticas e concepções.
Autor: Marçal, V. P. B., & Silva, S. M. C.
Acesso: <https://dx.doi.org/10.1590/S1413-85572006000100011>

Artigo 29: A naturalização das queixas escolares em periódicos científicos: Contribuições da Psicologia Histórico-Cultural.
Autor: Leonardo, N. S. T., Leal, Z. F. G., & Rossato, S. P. M.
Acesso: <https://dx.doi.org/10.1590/2175-3539/2015/0191816>

Artigo 30: Orientação à queixa escolar: Considerando a dimensão social.
Autor: Souza, B. P.
Acesso: <https://doi.org/10.1590/S1414-98932006000200012>

Artigo 31: Desempenho escolar e autoconceito de alunos atendidos em serviços psicopedagógicos.
Autor: Silva, S. S., & Fleith, D. S.
Acesso: <https://www.scielo.br/j/pee/a/PXVB7GxQcz56NSM4YKJDmcP/?lang=pt>

Artigo 32: O atendimento às queixas escolares no CRAS.
Autor: Saraiva, L. F. O.
Acesso: <https://www.scielo.br/j/pee/a/rWv9rGBjKy3k6gxNCnHp6HR/?lang=pt>

Artigo 33: Sinais sugestivos de estresse infantil em escolares com transtorno de aprendizagem.
Autor: Santos, J. B. G., Gonçalves, T. S., Lima, R. F., & Crenitte, P. A. P.
Acesso: <https://www.scielo.br/j/rcefac/a/9hF7PCFfnZbz8zL5kBVCJMR/?lang=pt>

Artigo 34: Characterization of school-related problems and diagnoses in a Neuro-Learning Disorder Clinic.
Autor: Carvalho, M. C., Lima, R. F., Souza, G. G. B., Pires, T. C., Pierini, R., Rodrigues, S. D., Simão, A. N. P., & Ciasca, S. M.
Acesso: <https://www.scielo.br/j/estpsi/a/xbfJS8Z3qMsbwjsfK8HXMF/?lang=en>

Artigo 35: Psicanálise e Educação: Um tratamento possível para as queixas escolares.
Autor: Lima, N. L., Araújo, R. S., Souza, E. P., Dias, A. F. G., Barbosa, C. A., Alves, R. G. S., Nihari, K. M., & Marchi, N. S. B.
Acesso: <https://seer.ufrgs.br/index.php/educacaoerealidade/article/view/45088>

Artigo 36: Queixa Escolar: Encaminhamentos e atuação profissional em um município do interior paulista.
Autor: Gomes, C. A. V., & Pedrero, J. N.
Acesso: <https://www.scielo.br/j/pcp/a/jgrBkdq79rsMqs7TVV9k59G/?lang=pt>

Artigo 37: Queixas escolares apresentadas por estudantes com altas habilidades/superdotação: Relato materno.
Autor: Cunha, V. A. B., & Rondini, C. A.
Acesso: <https://www.scielo.br/j/pee/a/WDqWYyphMh47SrhQcvHZtZG/?lang=pt>

Artigo 38: A queixa escolar na perspectiva de educadores da Educação Especial.
Autor: Rossato, S. P. M., & Leonardo, N. S. T.
Acesso: <https://www.scielo.br/j/pee/a/plwkmyNRN6VZdzGgGSyzQyb/?lang=pt>

Artigo 39: Fracasso escolar: Naturalização ou construção histórico-cultural?
Autor: Pinheiro, S. N. S., Couto, M. L. O., Carvalho, H. C. W., & Pinheiro, H. S.
Acesso: <https://www.scielo.br/j/fractal/a/6mPzWW4x6dBwK8PHK9Zb8Yp/>

Artigo 40: Queixa escolar e gênero: a (des)construção de estereótipos na educação.
Autor: Garbarino, M. I.
Acesso: <https://www.scielo.br/j/rbedu/a/GVY5PKRTXpKT5X6wpQktG4n/?lang=pt>

Artigo 41: Atendimento à queixa escolar nos serviços públicos de saúde mental da Bahia.
Autor: Viégas, L. S., Freire, K. E. S., & Bomfim, F. B.
Acesso: <https://www.scielo.br/j/pee/a/Gj399d4vr4DKJ84rJm76Xqt/?lang=pt>

Artigo 42: Medicalização e educação: Análise de processos de atendimento em queixa escolar.
Autor: Benedetti, M. D., Bezerra, D. M. M. M., Telles, M. C. G., & Lima, L. A. G.
Acesso: <https://www.scielo.br/j/pee/a/L3mdKtNP76n377M9F5SzhnN/?lang=pt>

Artigo 43: Meninos com queixa escolar: Autopercepções, desempenho e comportamento.
Autor: Ferreira, A. A., Conte, K. M., & Marturano, E. M.

Acesso: <https://www.scielo.br/j/estpsi/a/Rpnzq3NNs8zyZBmcN7jfqWC/?lang=pt>

Artigo 44: Proposições metodológicas na intervenção com estudantes com queixa escolar.

Autor: Oliveira, J. L. A. P., Braganolo, R. I., & Souza, S. V.

Acesso: <https://www.scielo.br/j/pee/a/wdJdJmJMP6WbWyMbRFNngv/?lang=pt>

Artigo 45: O discurso meritocrático nas explicações parentais de crianças com queixa escolar.

Autor: Garbarino, M. I.

Acesso: <https://www.scielo.br/j/pcp/a/cwn6Yy5yyQXNgLfBPtW7wRF/?lang=pt>

Artigo 46: Caracterização da queixa escolar no Centro de Psicologia Aplicada da Universidade Federal de Juiz de Fora.

Autor: Rodrigues, M. C., Campos, A. P. S., & Fernandes, I. A.

Acesso: <https://www.scielo.br/j/estpsi/a/j4JSDH9Fr7cx8NSqpHnpxyj/?lang=pt>

Artigo 47: Queixa escolar: Uma revisão crítica da produção científica nacional.

Autor: Dazzani, M. V. M., Cunha, E. O., Luttigards, P. M., Zucoloto, P. C. S. V., & Santos, G. L.

Acesso: <https://www.scielo.br/j/pee/a/xJJ8bKV6zB3jZ9DhHk6n6VD/?lang=pt>

Artigo 48: Orientação à queixa escolar.

Autor: Freller, C. C., Souza, B. P., Angelucci, C. B., Bonadio, A. N., Dias, A. C., Lins, F. R. S., & Macêdo, T. E. C. R.

Acesso: <https://www.scielo.br/j/pe/a/NsHzSqt5xFLMcHT4DSBQJmm/?lang=pt#>

Artigo 49: Queixa escolar: Repercussões na escola a partir do atendimento psicológico.

Autor: Labadessa, V. M., & Lima, V. A. A.

Acesso: <https://www.scielo.br/j/pee/a/p9dHjLmtHyqZYDSPZxsgdqm/?lang=pt>

Artigo 50: Oficinas de linguagem: Proposta de atendimento psicopedagógico para crianças com queixas escolares.

Autor: Elias, L. C. S., & Marturano, E. M.

Acesso: <https://www.scielo.br/j/epsic/a/c6mQdpZHXnkMJPqPVMQMWRj/?lang=pt>

Artigo 51: Suporte parental: Um estudo sobre crianças com queixas escolares.

Autor: D'Ávila-Bacarji, K. M. G., Marturano, E. M., & Elias, L. C. S.

Acesso: <https://www.scielo.br/j/pe/a/LvJ7LC7Skq5MdCYBT8zhhg/?format=pdf>

Artigo 52: Competência interpessoal, problemas escolares e a transição da meninice à adolescência.

Autor: Campos, M. A. S., & Maturano, E. M.

Acesso: <https://www.scielo.br/j/paideia/a/pHKtMQNfbqQSwzLLmKTNfCF/?lang=pt>

Artigo 53: A avaliação psicológica da atividade voluntária a partir da Psicologia Histórico-Cultural: Os instrumentos desenvolvidos no México.

Autor: Vieira, A. P. A., Leal, Z. F. R. G., & Solovieva, Y.

Acesso: <https://www.scielo.br/j/pee/a/7yRh3w9Zc45knmYb6vQqnNm/?lang=pt>

Artigo 54: A atuação do psicólogo no ensino público do Estado do Paraná.

Autor: Lessa, P. V., & Facci, M. G. D.

Acesso: <https://www.scielo.br/j/pee/a/SCKMz3JqGcfSn66ZB6hbDMB/?lang=pt>

Artigo 55: Ações de psicólogos escolares de João Pessoa sobre queixas escolares.

Autor: Cavalcanti, L. A., & Aquino, F. S. B.

Acesso: <https://www.scielo.br/j/pe/a/dypZL3xpYQnW3FD7t8VGzwC/>

Artigo 56: O processo de avaliação psicológica no estado do Paraná.

Autor: Chiodi, C. S., & Facci, M. G. D.

Acesso: <https://www.scielo.br/j/fractal/a/5kSTPfNQqmB9x5wwtcg6HFR/?lang=pt>

Artigo 57: Saúde mental e infância: Reflexões sobre a demanda escolar de um CAPSi.

Autor: Beltrame, M. M., & Boarini, M. L.

Acesso: <https://www.scielo.br/j/pcp/a/S4bNdh7jwNxxBfPjRB85y7j/?lang=pt>

Artigo 58: Como atuam psicólogos na educação pública paulista? Um estudo sobre suas práticas e concepções.

Autor: Yamamoto, K., Santos, A. A. L., Galafassi, C., Pasqualine, M. G., & Souza, M. P. R.

Acesso: <https://www.scielo.br/j/pcp/a/wH4J53Nm5Mkk4NcVdcnK5Th/?lang=pt>