

Psychopedagogical assessment from the perspective of Vigotski's Historical-Cultural Theory

Avaliação psicopedagógica na perspectiva da Teoria Histórico-Cultural de Vigotski

Ana Caroline Nunes Costa¹

DOI: 10.51207/2179-4057.20240019

Summary

The present article aims to present a psychopedagogical assessment model structured from the perspective of Lev Semionovitch Vygotsky's Historical-Cultural Theory. The study questions how a vision that classifies and standardizes human behavior and ways of learning contributes to a pathologization of differences in development. The Historical-Cultural Theory presents a perspective of development that breaks with a dualistic view of man, which contributes to a comprehensive understanding of human development. The assessment model based on the principles of Historical-Cultural Theory aims to find compensatory paths for the child's self-development. The main question of this article is to reflect on how a psychopedagogical assessment based on Historical-Cultural Theory can contribute to understanding the child's integral development? The methodological procedures explain that the research is the presentation of a psychopedagogical assessment presented in the form of a descriptive report of a six-year-old child. This evaluation is divided into six parts and presents results from a four-month follow-up. The result of this article was to present an evaluation proposal that clarifies to the institutions involved in child development the role of intentionally organized stimuli, the understanding that there is diversity in human development and that these differences are not synonymous with a supposed neurodevelopment disorder or some disease.

Keywords: Psychopedagogical Assessment. Historical-Cultural Theory. Child Development.

Resumo

O presente artigo tem como objetivo apresentar um modelo de avaliação psicopedagógica estruturado a partir da perspectiva da Teoria Histórico-Cultural de Lev Semionovitch Vigotski. O estudo questiona como uma visão que classifica e padroniza o comportamento humano e as formas de aprender colaboram para uma patologização das diferenças no desenvolvimento. A Teoria Histórico-Cultural apresenta uma perspectiva de desenvolvimento que rompe com uma visão dualista de homem, o que contribui para uma compreensão integral do desenvolvimento humano. O modelo de avaliação que parte dos princípios da Teoria Histórico-Cultural almeja encontrar os caminhos de compensação para o autodesenvolvimento da criança. A questão principal deste artigo é refletir como uma avaliação psicopedagógica com base na Teoria Histórico-Cultural pode colaborar para a compreensão do desenvolvimento integral da criança. Os procedimentos metodológicos explicitam que a pesquisa se trata da exposição de uma avaliação psicopedagógica apresentada em forma de relatório descritivo de uma criança de 6 anos. Esta avaliação é dividida em seis partes e apresenta resultados de um acompanhamento de duração de quatro meses. O presente artigo teve como resultado apresentar uma proposta de avaliação que esclareça, às instituições envolvidas com o desenvolvimento da criança, o papel dos estímulos organizados de forma intencional, a compreensão de que existe diversidade no desenvolvimento humano e que essas diferenças não são sinônimas de um suposto transtorno do neurodesenvolvimento ou alguma doença.

Unitermos: Avaliação Psicopedagógica. Teoria Histórico-Cultural. Desenvolvimento Infantil.

Work carried out at Clínica psicopedagógica Stimulato, Brasília, DF, Brazil.

Conflict of interest: The author declare none.

1. Ana Caroline Nunes Costa - PhD student in Education - Postgraduate Program in Education at the Faculty of Education of the Universidade Federal Fluminense University; Master in Psychology (UniCeub); Pedagogue; Educational Psychologist, Brasília, DF, Brazil.

Introduction

The so-called “learning difficulties” have been the subject of studies in medical science and education. The school, as an institution that promotes education, has sought solutions anchored in these areas to solve children’s learning problems. It is very common for schools to suggest and/or refer students classified as having some difficulty learning to specialists in the following areas: medicine, psychology, speech therapy, psychopedagogy, occupational therapy, music therapists, among others.

In recent years, the demand for professionals who work in the clinical area through learning has increased. Psychopedagogy is one of these areas recommended to solve learning problems, and consequently, literacy problems. The biggest complaints from school and family in general are related to difficulties in reading, writing, concentrating and understanding mathematics.

However, each science analyzes the supposed problem of learning from its own perspective and has its philosophical bases that influence the different ways of evaluating the child. I cite as an example the medical analysis of the difficulty in learning that tends to classify differences in development as a disease or some neurodevelopmental disorder. Thus, analyzing man from a medical and biological perspective has real implications for his life, and, consequently, for his school history.

History shows us how many violent methods were used with children who showed differences in their development. I cite as an example a method analyzed by Vigotski (2021) which highlights the following event in the German school:

In German schools, where this method of teaching oral speech to deaf-mutes is most widespread, the greatest deformations of scientific pedagogy are also observed. Using exceptional rigidity and coercion on the part of the child, it is possible to teach him oral speech, but his interest follows a different course. In these schools, mimicry is prohibited and fought, but the pedagogue does not find a way to ban it. The famous school for deaf-mutes, run by J. Vatter, stood out for

its greatest successes in this task, but oral speech classes were carried out with great cruelty. By forcing the student to assimilate a difficult sound, the teacher could break a tooth and, after cleaning the blood from his hand, pass it on to another student or another sound”. (p. 37)

What the description of this method shows us is that in the name of “science” many atrocities have already been developed and practiced against children who present atypical development. These are explicit forms of violence, but there are other types. Saying that differences in development are synonymous with inferiority or incapacity is also a type of violence against this human being who is at the beginning of his development.

Another point to be discussed it is the differences in analysis between the medical field and the educational field. Those related to the educational field that are based on social and cultural issues follow a different logic of analysis. But what can be seen is that the form of medical analysis has exerted a considerable influence on both the pedagogical and psychopedagogical perspectives. The idea of classifying and standardizing human behavior and ways of learning is still very present in assessments of children.

This idea of standardizing development is still very present in the social environments in which I developed my professional career and it was through study and research that I was able to understand the existence of different ways of learning and developing. The historical-cultural theory of L. S. Vigotski (1896-1934) presents a perspective of development that breaks with a dualistic view of man, which contributes to a comprehensive understanding of child development.

In the school and medical world, Psychopedagogy is known as an area that works with difficulties or problems related to learning. It is common for teachers and neuropediatricians to refer this therapy to children who have difficulties adapting to school teaching. This is a relatively new area that is based on knowledge of Pedagogy and Psychology. However, there is complexity in human

development and this requires Psychopedagogy to research in different areas of knowledge, as Costa et al. (2013) explains:

Being a science under construction, Psychopedagogy is supported by other sciences, including philosophy, physiotherapy, neurology, psycholinguistics and psychoanalysis, as they contribute to the understanding of the human learning process. The various authors who deal with Psychopedagogy emphasize its interdisciplinary character. Recognizing this character means admitting its specificity as an area of study, since, by seeking knowledge in other fields, it creates its own object, an essential condition of interdisciplinarity. (p. 11)

Another important point It is important to understand the history of this area of knowledge that began linked to medical science. In general, for children diagnosed with some type of disability that would have consequences for school adaptation. Therefore, it is important to understand the origins of psychopedagogy to think about the complexity of formulating its assessments today. In this sense, it is necessary to broaden the view of the child beyond the problem of learning. According to the authors Costa et al. (2013), it is necessary to understand that:

Psychopedagogy was born in Europe, in the 19th century. Initially, philosophers, doctors and educators thought about the problem of learning. In French literature – one finds, among others, the works of Janine Mery, a French psychopedagogue, who presents some considerations about the term Psychopedagogy and its origin of these ideas in Europe, and the work of George Mauco, founder of the first medical-psycho-pedagogical center in France where we can see the first attempts at articulation between Medicine, Psychology, Psychoanalysis and Pedagogy, in solving behavioral and learning problems. (p. 12)

As it has already been described, in its formulation the area of psychopedagogy was influenced

by different sciences and has a specific vision of man. It is consistent with the perspective of naturalistic science that analyzes differences in development either as a disease or as a neurodevelopmental disorder. At the beginning of the structuring of psychopedagogy, the roots of what was called “Curative Pedagogy” can be seen. The child or learner would be the “sick person” who should be readapted to the school structure. According to Costa et al. (2013) it was:

From 1948 onwards, the term curative pedagogy began to be defined as therapy to understand maladapted children and adolescents who, although intelligent, had poor school results. The Curative Pedagogy introduced in France could be understood as a “method that favored the student’s pedagogical readaptation”, since it intended both to help the subject acquire knowledge and also to develop their personality. According to Debesse, Curative Pedagogy “is situated within what today is called Psychopedagogy”. (p. 13)

These small points in the history of Psychopedagogy described are intended to reflect how much an assessment of a child needs to present a critical look at the entire culture and structure in which they are inserted, and not simply present their difficulties. The child, understood from a developmental perspective, analyzes the various factors that are related to his difficulty, and thus breaks with a dualistic view of man.

Another important issue is to discuss how traditional assessments in psychopedagogy are structured, which are based on a schedule with exams, tests, playful games, etc. It is worth mentioning that there is a difference in the range of Brazilian tests compared to tests carried out by Argentine psychopedagogues. I mention this difference, because it was in Argentina that this area was initially founded in South America with its first higher education course. The authors Costa et al. (2013) clarify the range of tests carried out by Argentine educational psychologists:

According to Bossa (2000), a series of tests are present in the work of Argentine psychopedagogues, they are: intelligence tests (Wise), thought level tests (Piaget), the assessment of the pedagogical level (Eoca), the perceptual motor assessment (Bender test), projective tests (CAT, TAT, family drawing, human figure drawing and HTP), psychomotor tests (tests of rhythmic structures and laterality test) and the psychopedagogical game (playful objects). "The performance of educational psychologists in Brazil, in turn, differs in some aspects from the situation in Argentina, especially with regard to practice, mainly due to training conditions" (BOSSA, 2000). In fact, many tests are only allowed for use by psychologists in Brazil, unlike Argentina. (p. 17)

In this sense, the practice and construction of the evaluation aims to clarify which "...interventions corresponded to the measurement and evaluation of the cognitive disability of children with learning problems, through psychological tests" (Costa et al., 2013, p. 18). When constructing an assessment, it is necessary to clarify what view one has of man and what perspective it is based on. Measuring intelligence is extremely complex since we are dealing with children who are at the beginning of their development.

Therefore, these are the instruments used in the construction of assessments and reports that generally assess the child's intellectual potential. "Is it possible to evaluate someone's intellectual potential?" (Moysés, 2001, p. 35). The issue becomes more complex since we are talking about young children. Which instrument(s) would be able to assess the intellectual potential of a human being who is in the initial stage of his development? "The measure we have access to it is only the expression of potential, never the potential" (id., *ibid.*, p. 35). But what prevails in assessments is a mapping of the child's "potential", thus indicating the supposed measurement of intelligence. As Moysés (2001) explains:

The standardized instrument, the test, is based on the conception that a certain form of expression constitutes the key to access potential. It is not relevant, in this debate, whether one believes to have direct access to potential or that a certain form of expression is superior to the others: both beliefs only justify the fact that the test chooses one form of expression as the only one that deserves to be considered. This applies both to the simplest balance tests and to the most sophisticated ones, in the field of higher intellectual functions. Exactly the field where knowledge is most complex, most controversial; what differentiates human beings from other species. (p. 37)

The learning assessment that understands the child as a human being who is at the beginning of his development and evaluates the difficulty based on his cultural context breaks with the idea that human development is standardized. Constructing an assessment of children is undoubtedly an ethical responsibility for this human being who is at the beginning of his development. Therefore, the evaluation must clarify to other institutions responsible for the child about their role in the child's development.

My experience as a teacher of children and the challenges in the school environment made me questioning the standardization of learning that is required daily in school teaching. In class councils, the lack of understanding of the differences in the ways of learning was evident; it was common to hear teachers saying that "he/she is very slow and cannot concentrate, there is a problem". The issue was not the quality of the class itself, but the way of understanding the child and their development. The criticism was always on the child and consequently on his family, and the rigid structure of the school institution was not questioned, only reproduced. The themes of the classes that were related to the child's daily life generated engagement and participation. Little is understood about the predominant psychological functions in each age period and the importance of speech for this process.

Study and research are extremely important tools for understanding the different views of child development. It is worth highlighting that a scientific point of view must “know the true nature of the phenomena studied” (Vygotsky, 2021, p. 89). Understanding child development involves going beyond the interpretation of empirical data; it is necessary to know the dynamics and complexity involved in this stage. It is necessary to study the genesis of phenomena and unveil their essence.

Fifteen years of experience in private schools made me realize that what is called a “learning problem” generally has no relation to the genesis of the issue. The vision is limited to what the child lacks, that is, what escapes the standardization of learning. Today I realize how serious these developments are and fuel the medicalization of behavior: a very serious issue for the times in which we live. Wouldn't this be a type of violence against children?

Analyses that follow a strictly biological logic and do not take into account cultural factors that are related to human development can produce mistaken analyzes of the child's development. I cite as an example human speech that develops in coexistence with other speaking beings, that is, it develops within a culture.

Given this, it is important to understand that there are two predominant views in the science that studies child development. The first is the naturalistic view that still predominates in different scientific areas, this view states “that a biological anomaly has a direct impact on the development of intellectual functions” (Tunes, 2003, p. 7). There is an established standard of biological “normality”. It is interesting to think that, even before birth, morphological study exams are already carried out and, in these, they are commonly written with the following words “symmetrical”, “normal”, “abnormal” and “defects”. With this common example I do not want to disqualify the relevance of these exams, but to indicate some subtleties of the naturalistic vision present in medicine that have direct repercussions for school education.

Faced with these questions, this article aims to present a model of psychopedagogical assessment

that is composed of a format different from the structure of traditional psychopedagogy. It is a longitudinal assessment carried out over a period of 4 months with a weekly meeting lasting fifty minutes. Its objective is to monitor the child's development and is not restricted to pointing out what they lack, but understanding their progress and potential. In this sense, the child is seen from a developmental perspective based on the historical-cultural theory of L. S. Vygotski.

This article analyzes the following question: how can a psychopedagogical assessment based on historical-cultural theory contribute to understanding child development?

Method

This article analyzes the contributions of a structured psychopedagogical assessment based on the contributions of historical-cultural theory for the integral development of the child. This assessment lasts 4 months and is carried out in a weekly session lasting 50 minutes. The first four meetings are held with the child and only then will the meeting with the family take place. The objective is to know the child first and then talk to the family about the peculiarities of their learning. Another important point is that in the first session with the child, the family receives a printed document called anamnesis¹ in which there are different questions about their life history, the child's routine, several questions about the parents' academic history and beliefs about what they think about school teaching and their children's education.

This article describes a psychopedagogical assessment presented in the form of a descriptive report. A fictitious name was used for the child assessed. In all documents, parents authorized the use of data for scientific research, protecting the child's image and name. The present study aimed to show the importance of historical-cultural theory for structuring psychopedagogical assessment.

¹ Documents with various questions about the child's initial development and life history and also about the view of those responsible for their children's education and instruction.

The structure of the psychopedagogical assessment presented here follows six points of discussion about the development of a six-year-old child, they are:

- 1) General overview of the child's psychological development based on historical-cultural theory;
- 2) Synthesis of psychopedagogical research;
- 3) Child's Important characteristics;
- 4) Speech and vocabulary development;
- 5) Body awareness and logical mathematical reasoning;
- 6) Suggestions and guidance for the family.

The objective of the assessment is for the family to understand general points of the child's development and reflect about what can be done as a stimulus. The evaluation proposal presented here breaks with a dualistic view of human beings and proposes a reflection on the danger of focusing on what we classify as a "problem" or "defect" in school learning.

The results and discussion of this article are present throughout the six items that make up the psychopedagogical assessment. The first item presents a general overview of the child's psychological development from the perspective of the development of the historical-cultural theory of L. S. Vigotski (1896-1934). From the second to the fifth item, the reader will have access to specific points in the development of a six-year-old child and in the last one I present indications of stimuli for the family to carry out with this child in order to improve their development.

Results and discussion

General overview of the child's psychological development based on historical-cultural theory

Why do we always look at disability from the aspect of lack and "defect" and not from the infinite possibilities of compensation? "It was said what the late child lacked, but it was not said what he had." (Vigotski, 1983/1997, p. 160). Vigotski reverses the order of the analysis that was carried out, which had the defect as its starting point. By making the defect the object of analysis, a major limitation is created

for the study of child development. In this way, a wall is built between the defect and the possibilities of compensation, making its paths unknown. From the author's perspective, it is no use just describing the negative aspect, but rather "the positive sides of his health that compensate for his physical state" (Vigotski, 1983/1997, p. 160). This mode of analysis has a moral premise of commitment to others and consequently to the human being's dignity.

From this perspective, each child develops in a unique and peculiar way, understanding that development is self-development! Science classifies human development into two groups; typical (a more common mode) and atypical (a more complex mode). Differences in the mode of development cannot be synonymous with failure or incapacity, as every child has the capacity to develop in their own space, rhythm and time.

The work of developing thought is not dissociated from the other areas that make up the human being. Man is a complex being and must be understood in his entirety, that is, man is a unit.

The psychopedagogical developmental assessment aims to investigate how the child interacts, plays, thinks and participates in various stimulation activities in a clinical environment. The questions discussed in this report are primarily aimed at investigating which important developmental milestones the child has already achieved. It is essential to emphasize that there are differences between chronological age and developmental age in children, and this report explains the main peculiarities and important characteristics of children.

The psychopedagogue's work must be guided by this principle: looking at the infinite possibilities of compensation and not just what the child cannot accomplish. Focusing on what the child doesn't know is a big mistake, as it doesn't solve the problem. Therefore, the main objective of our work is to contribute to the integral development of the child.

From this perspective, each child develops in a unique and peculiar way, as this process involves

characteristics specific to each cultural context in which the child lives. There are several factors that interfere with their development, such as: the quality of their diet, the excess of technological devices, the history of their first years of life and organic issues.

The work of developing thought is not dissociated from the other areas that make up the human being. Man is a complex being and must be understood in his entirety, as human development takes place in the cultural environment.

In issues related to the child's psychic development, the first point to be worked on is the child's will, which is the key to self-development. By working at will we are acting in the structuring of the personality, that is, in mastering its higher psychological functions, which is completely related to the quality of learning. At this moment, what is the main key to effective communication and development of Nicole's will? Her imagination!

When she creates and imagines, Nicole is in control, exercising her "freedom" of choice. This "freedom" resulting from imaginary moments is illusory, because everything that is present in it comes from elements of reality, and mainly, from situations experienced by it, namely: elements of school content, everyday situations, drawings and the jokes.

It is important to highlight that there is a significant change in the thinking of children aged between 3 and 10 years old. The predominant Higher Psychic Functions in each age period are:

- Preschool: Imagination;
- School: Attention;
- Adolescent: Reflective Thinking.

These are the predominant functions in each period of development, not meaning that they disappear in later stages. For example, imagination continues to be present throughout human life, although it plays other roles in our psychic development. Psychic functions, such as logical thinking, conscious memory and will are not ready when we are born. These are the "result of the apprehension of social experience accumulated by generations." (Prestes, 2012, p. 42). Cultural aspects

are fundamental to the development of thought, being the "socially structured ways in which society organizes the tasks that are proposed to the child, and with the tools, physical and mental, that are offered to the child to master these tasks". (Luria, 1992, p. 49).

The social isolation caused by the pandemic has changed several social aspects of children's development, intensifying intolerance in relationships caused by excessive screen time and lack of interaction with their peers. It is when we interact with other people and children that we are "forced" to balance our will with that of others. The decrease in this social contact pushes us towards an inner world that is more closed in relation to our own ideas, enabling greater intolerance to frustrations.

At the beginning of human development, the verbal and motor aspects of behavior are united; This is why learning only makes sense if it is related to concrete experience. Concrete thinking and imaginary situations are very present in Nicole's structure.

Speech plays a fundamental role in organizing our thinking. From the moment a child develops, "speech stops simply accompanying action and begins to organize behavior". (Luria, 1992, p. 54). Thus, it acquires an instrumental function characteristic of older children.

A child's capabilities are the basis for developing their full potential. Speech plays a decisive role in the development of higher psychological processes. Nicole shows enthusiasm when talking, she loves to propose and guide imaginative games! In games with fixed rules such as dominoes, chess and cards, it needs to be repeatedly reminded that in these types of games they are extremely necessary to follow the rules in order to win. Generally, children aged 2 to 4, because they are in a specific period of development, do not yet fully submit themselves to games with fixed and pre-established rules. At this stage of development, what prevails is a spontaneous-reactive type characteristic present in children under 2 to 4 years of age.

What is the relation between authority and learning? The etymology of the word authority means

the one who makes people grow. For learning to occur, the child must recognize the adult as an authority, here I am not referring to authoritarianism. In every teaching and learning relation, this symbiosis is necessary that makes us identify, and, consequently, submit to an authority. It is common in children where the difficulty in the learning process is extremely pronounced. Here it is not related to a “difficulty” in assimilating concepts, but rather a question of recognizing authority and exacerbating your will. It is clear in a child’s development that when this relation is not established, they have less chances of learning, since it is guided only by his/her own will.

Psychopedagogical research synthesis

Nicole showed good communication and motivation to carry out the proposed activities, with an emphasis on interest in free imagination activities. Here are the main characteristics at the beginning of the sessions: she showed a lot of interest and concentration in the books and stories; she knew how to safely count up to the number 5, and, at this moment, her characteristic was haste and impatience, which generated low assertiveness. She had low interest and knowledge in activities involving letters, at these moments she would say: “I have already done a lot of homework!”. Activities that were related to “school” activities she showed little motivation and interest. In aspects related to fine motor coordination, she showed little firmness; she wrote her first name; preference for musical activities. The known geometric shape was the rectangle and she said she did not remember the name of the others presented. At times she wanted to change activities before finishing.

After the stimuli aimed at more elaborate thinking, thus expanding her generalizations, Nicole began to ask the meaning of words, objects and games that she did not know.

In relation to her psychological development, there are aspects that are similar to those of a child of her age and characteristics of younger children are present. What prevails are situations of imagination, which is a very present characteristic in

children, and also an exacerbation of their will; striking characteristics in young children (age range from 2 to 4 years).

Throughout this period, she expanded her generalizations with other types of questions with the aim of encouraging her to think about alternative ways to understand and expand her way of linking ideas.

The basis of a young child’s thinking is concrete. Therefore, everything she uses needs a concrete foundation to support her generalizations. The main objective is to use concrete materials as a means to achieve more elaborate thinking, that is, systematic and abstract thinking. “Concrete material is necessary and inevitable only as a stage in the development of abstract thought, as a means, but not as an objective in itself.” (Vigotski, 2021, p. 260). Therefore, it is important that an instruction is not based on concrete materials, but rather uses them as a means or instrument for the development of abstract thinking.

The child’s important characteristics

The stimuli given during this period encouraged her to expand her way of reasoning and her line of interests. These stimuli made her, spontaneously, begin to apply mathematical concepts to the proposed situations and problems. Below there are some examples of important clinical situations to understand this issue. Competitive games are his favorites, in which he demonstrates assertiveness in performing simple sums, sequences and notions of quantity up to the number 20. She did not know the dice and it was presented to him as a stimulus in various reasoning, body and movement activities, what woke her up to this kind of joke.

In reasoning games, he demonstrates greater speed and assertiveness, although he needs constant interventions to comply with the rules of the proposed activity. Here the interest in creating your own rules prevails and always guiding the activity according to her wishes. This characteristic is very present in younger children (generally between 2 and 4 years old), in whom submission to the rule does not yet prevail as a guiding activity

for the development of what is proposed to them. Throughout this period of stimulation, it took firmness, repetition and clarity of what was being proposed, revealing the importance of these guidelines for improvement. It required intense work in which I related the meaning and relevance of knowing how to listen to the learning process.

Exploring the environment is also one of the characteristics that is very present in younger children and in the way Nicole interacts with the environment.

Throughout the proposed stimulation, moments were created to expand her way of thinking about submission to social conventions and rules. All the relations she established were in the sense of negative or punitive consequences for the act of transgressing them. In order to broaden your way of thinking about these issues, it was essential to clarify important aspects of these social conventions, relating them to the collective good in the sense of protection and security for social life.

In these moments of free play in which new concepts and questions are introduced, he presented himself with greater enthusiasm, interest and excellent argumentation. Makes coherent relations with what that is proposed to her, relating it to everyday situations and family experiences! Shee knows how to organize his ideas by establishing relationships with other environments. The activities with paint were those that generated the greatest interest and concentration.

Speech and vocabulary development

We worked on many stories throughout this process, at these moments Nicole shows interest and concentration. The child stood out for her knowledge of the names of organs and parts of the human body. In the book "O Corpo de Bóris" she independently knew how to name the brain, the heart and the lungs.

The executive functions are basically characterized by the control, direction, management and integration of cognitive, emotional and behavioral functions for the voluntary and conscious execution of the actions necessary to manage the possibility of

something happening. It is organized and targeted stimuli that enhance these areas that are extremely important for the quality of a child's learning.

She is curious, likes to explore objects, listen to stories and imagine. These are characteristics peculiar to the age period in which it is found.

She has already known how to write all the vowels and recognizes her name, her parents' and her sister's. She writes her name in capital letters. Nicole also knows how to explain the names and ages of her other siblings and cousins. She can say her full name and arrange it in the right order. She already pairs identical letters recognized in different words.

When she is required to focus more on activities that are not of her free choice, she sometimes insists on diverting her focus and attention. Her exacerbation of will is still an important point to be worked on in a family and clinical context as it fuels her restlessness and dissatisfaction in always creating new needs for action. She knows how to retell stories clearly and objectively. It comprises more than four prepositions. She points out and names more than 6 body parts. She establishes relations among more than 20 words and their meaning. She is in the process of learning the alphabet letters, so at times she gets confused by remembering more of the ones that are familiar to her.

The development of thinking contributes to self-control and reducing impulsivity. She knows and names different colors. At the beginning of the stimulation she only recognized the geometric shape of a rectangle, at this point she already recognizes several geometric shapes.

Orality/speech: there is sequence, objectivity and clarity in oral speech. The sound of the letter "R" almost does not appear in the pronunciation of words, for example: *teis anos* (três anos), *baço* (braço), *pimeira* (primeira) and *pédio* (prédio). She showed interest in stories in other languages such as English and Spanish. After a period of stimulation to the literate world, Nicole began to carry out spontaneous writing activities. Fine motor coordination activities are under development, at first she showed little strength, but now she enjoys

doing them. Making letters of the alphabet on the magnetic board is one of her favorite activities in the clinical environment.

What prevails at the basis of evoking Nicole's memory are relationships linked to family situations and moments. These are the ones she memorizes most easily.

Body awareness and logical/mathematical reasoning

They are closely interconnected and there is a relationship between psychomotor and cognitive organizations, in particular the relation between logical-mathematical intelligence and two basic psychomotor elements: the body scheme and spatial structuring. She has an idea of quantity, size, sequence from largest to smallest and vice versa (1 to 10) and she has assertive dominance up to number 10 from these is still in apprehension. Sometimes she gets lost in the count due to the rush and agility in the act of counting, but she already makes comparisons of orders of magnitude. She recognizes the following banknotes: 2, 5, 10, 20, 50 and 100. She managed to organize them in ascending order, only confusing the 20 and 50. The contents that relate to known situations and people are assimilated with extreme ease. I cite as an example an activity developed in which we had to say our ages to establish comparison relations and order of magnitude. In this activity, Nicole memorized my age, which was only mentioned in one moment, and clearly knew how to establish relations with the ages of other people in her family in subsequent sessions. She already has an idea of periods: morning, afternoon and night and a notion of first/beginning and last/end. She compares two things regarding size. Example: "This one is bigger." She knows how to solve simple problems related to looking for objects in the maze (visual activity) and taking objects from small bottles.

All sessions began with concentration and reasoning activities and this helped to improve her vocabulary and thinking, awakening her to focus and pay more attention. Her chosen activities are very engaging and completed with ease and a lot

of concentration. She likes challenges and is quick and assertive in guessing and assembly activities. At various times she tries to escape the objectives of the activities to achieve her will. Today it already has security It is number 20, but in some situations it has changed the order of 3 numbers. At the beginning of the sessions, she could only safely count up to the number 5. The notion of time and measurement was worked on, which sparked his interest in using the ruler and tape measure, at those moments she showed interest. She always counts out loud and to improve his understanding she was taught to point to objects while counting. In competitive game situations, when she realize she won't win, she try to bend the rules so that your will comes first. Several interventions were carried out in this regard. She knows how to perform some simple additions of integers. Examples: $1 + 1 + 4$ or $2 + 2$. She is in the process of learning how to write numbers. At times she confuses writing letters and numbers. Reproduction of geometric shapes in drawings is not carried out. Draw people and body parts.

Suggestions and guidelines for the family

- Encourage her to play memory games, puzzles, puzzles, checkers, chess and other types of games that stimulate logical reasoning, memory and concentration;
- Maintain habits and schedules for reading, playing freely and doing homework;
- Say words of encouragement and motivation;
- Recognize and praise achievements;
- Promote family leisure activities;
- Insert her into routine activities and organization of the house, such as organizing her toys and her room, making family recipes and it is also important to give her responsibilities and simple tasks. These daily activities contribute to her self-organization, thus increasing your concentration, attention, memory and internalization of rules.
- Dialogue and guide how to act in everyday situations.
- Give more elaborate explanations of everyday issues!

- Three aspects are extremely important for the development of Nicole's memory: the quality of her diet, the harm from excessive technology and a fixed bedtime routine. Memory is the basis of our mental activity.
- Nicole needs to be clear about what no means and its importance for her development. No can never mean the possibility of yes. Becoming aware of this word contributes to the development of a personality that understands the limits of human relationships. By understanding the real meaning of this word, the child understands the limits and what it means to have freedom. Being free means respecting the limits of others and this involves the formation of our character and personality. A life without limits is a life that tends to make you psychically ill! When this stage is solidified, the child submits to the authority of everyone who teaches her.

Remember that "Strong or frequently repeated stimuli open new paths" (Vigotski, 2018, p. 15).

It is worth noting that the recommendations presented in this document refer to the current moment and may be subject to future changes.

Considerations

Through the presentation of this psychopedagogical assessment model, it was possible to monitor the child's progress and rule out possible mistaken diagnoses. A longitudinal assessment coherently monitors the dynamics of a child's development, which is undoubtedly marked by crises. Assessment that starts from a developmental perspective can clearly describe the various factors that directly affect the quality of a child's learning. It is worth mentioning that this child, initially, had a suspected diagnosis of ASD – Autistic Spectrum Disorder and that throughout the period of stimulation this hypothesis suggested by the doctor was discarded. Since the characteristics were transitory and related to the peculiarities of this child's life story.

Another important issue is that throughout these four months of construction of this assessment,

work was carried out to raise awareness about the importance of the family in the child's development. In meetings with families, three points were discussed that relate to the child's learning, they are: the organization of sleep, the quality of food and the child's general routine. Without understanding these three requirements, it is difficult to create quality situations for child to learn.

The objective here was to show in a practical way the relevance of historical-cultural theory for understanding the child's integral development. In many cases, medicalization is used as an end to resolve a social issue, in this way the root of the problem is not treated, just its consequences.

The problem of analyzing developmental differences with naturalistic roots was already problematized by Vigotski when describing the central problem of defectology. This area studied differences in the development of children, which at the time was common to use the term "defect". Vigotski (1929/2019) clarifies this issue for us:

We try to show that defectology studies development, which has its own laws, its rhythm, its cycles, its disproportions, its metamorphoses, its transfer of centers and its structures; and that it is a special and relatively independent sphere of knowledge of a profoundly peculiar object. In the practical sphere, in the sphere of education, as we have tried to demonstrate, defectology faces tasks whose solution requires creative work and the creation of special forms. To solve these and other problems of defectology, it is necessary to find a solid foundation for both theory and practice. In order not to build on sand, to avoid the superficial and eclectic empiricism that differentiated it in the past, to move from a therapeutic pedagogy to a creatively positive pedagogy... (p. 68)

Another important point is the mistake in constructing false diagnoses that are often restricted only to stereotypical situations, without establishing relations with the whole of their life history and development. Understanding the child as a unit is undoubtedly investigating all aspects

that relate to the quality of his/her development. Questioning the vision of therapeutic pedagogy or psychopedagogy is assuming that human development is dynamic and dialectical. Finally, ethical commitment is necessary when evaluating and especially when constructing a diagnosis.

References

- Costa, A. A., Pinto, T. M. G., & Andrade, M. S. (2013). Análise histórica do surgimento da Psicopedagogia no Brasil. *Id on Line Revista de Psicologia*, 1(20), 10-21. <https://idonline.emnuvens.com.br/id/article/view/234/258>
- Luria, A. R. (1992). *A construção da mente*. Ícone.
- Moysés, M. A. A. (2001). *A institucionalização invisível: Crianças que não aprendem na escola*. Mercado das Letras.
- Prestes, Z. R. (2012). *Quando não é quase a mesma coisa: traduções de Lev Semionovitch Vigotski no Brasil*. Autores Associados.
- Tunes, E. (2003). Por que falamos de inclusão? *Linhas Críticas*, 9(16), 5-12.
- Vigotski, L. S. (2018). *Imaginação e Criação na infância: ensaio psicológico livro para professores* (1ª ed., Z. Prestes, E. Tunes, trad. rev. técnica). Expressão Popular.
- Vigotski, L. S. (2021). *Problemas de defectologia* (1ª ed., v. 1, Z. Prestes, E. Tunes, trad. rev. técnica). Expressão Popular.
- Vigotski, L. S. (2019). Problemas fundamentais da defectologia. In L. S. Vigotski (Orgs.), *Obras Completas Tomo V: Fundamentos de defectologia*. UNIOESTE. (Original publicado em 1929)
- Vygotski, L. S. (1997). *Obras Escogidas. Tomo Cinco: Fundamentos de Defectologia*. Visor. (Original publicado em 1983)

Mailing address

Ana Caroline Nunes Costa
 SQN 112, bloco E, apto 407 - Brasília, DF, Brazil -
 CEP 70762-050.
 E-mail: ana.carolinenunescosta03@gmail.com



This is an open access article distributed in
 Creative Commons license terms.