Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VI, v.2 2025 | Submission: 02/12/2025 | Accepted: 06/12/2025 | Publication: 09/12/2025

Institutional psychopedagogy and learning difficulties: context diagnosis, intervention, and school culture.

Institutional psychology and learning difficulties: context assessment, intervention and school culture

Institutional psychopedagogy and learning difficulties: evaluation of context, intervention and school culture

Grace Nayara de Souza Maziero

Pedagogue
Bachelor's Degree in Pedagogy - São Luís College
Postgraduate Specialization in Institutional Psychopedagogy – São Luís Faculty

ABSTRACT

This article discusses Institutional Psychopedagogy as an approach focused on understanding and
Transformation of learning processes in the school context. Through narrative review, it analyzes the shift from individual complaints to institutional interpretation, the use of data, reflective teacher training, collaboration with families and support networks, multilevel systems, and...
Evaluation of results. It is argued that learning difficulties should be examined in the interaction between student, teaching, and organization, avoiding reductionist explanations and favoring preventive and collaborative interventions.

Keywords: institutional psychopedagogy; learning; intervention; school; teacher training.

ABSTRACT

This article discusses Institutional Psychopedagogy as an approach to understanding and transforming learning processes in school contexts. Through a narrative review, it examines the shift from individual complaints to institutional analysis, data use, reflective teacher development, collaboration with families and support networks, multitiered systems, and outcome evaluation. Learning difficulties should be examined through the interaction between learner, instruction, and organization, avoiding reductionist explanations and supporting preventive and collaborative interventions.

Keywords: institutional psychopedagogy; learning; intervention; school; teacher development.

INTRODUCTION

Institutional Psychopedagogy proposes to understand learning not only as an attribute.

individual, but also as a phenomenon produced in the relationships between subjects, practices

pedagogical, norms, routines, expectations, and organizational conditions. This perspective broadens the

An analysis of learning difficulties involves questioning how the institution itself facilitates or

It restricts learning opportunities.

In the daily school routine, complaints of poor performance can result from multiple factors: gaps in

schooling, methodological inadequacy, communication barriers, school climate, absence of

Support, transitions, social vulnerabilities, or specific needs. Reading

Institutionalization does not eliminate the importance of individual characteristics, but it prevents them from being...

used as the sole explanation for complex phenomena.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VI, v.2 2025 | Submission: 02/12/2025 | Accepted: 06/12/2025 | Publication: 09/12/2025

This article discusses Institutional Psychopedagogy as a preventive, diagnostic and...
Formative training focused on organizing learning processes. The focus is on the analysis of
demands, the construction of institutional hypotheses, collaborative intervention, reflective training
of educators and the use of data for monitoring.

2 METHODOLOGY

A narrative review of the literature published up to 2025 on Psychopedagogy was conducted.
Institutional, learning difficulties, school intervention, reflective training and systems of
Support for learning. Priority was given to articles from academic journals and studies with descriptions.
Methodological and official educational documents.
The conceptual search considered Brazilian works that explicitly address the role.
psychopedagogical approaches in institutions, as well as international literature on school structures of
support, especially multi-level models and organizational interventions. The convergence between these
The term "campos" is analytical and does not presuppose professional or normative equivalence.
The material was organized into six sections: institutional nature of the complaint; diagnosis of the context;
intervention planning; working with teachers; liaising with families and management; and
Evaluation of results. Clinical statements that went beyond the educational field were excluded.
and the presentation of instruments as universal protocols was avoided.
This review is theoretical in nature and does not report on original field research. Consequently, the
The propositions presented should be understood as a critical synthesis to guide reflection and...
institutional planning, and not as evidence of the effectiveness of a single model.

3. FROM INDIVIDUAL COMPLAINT TO INSTITUTIONAL READING

A school complaint usually revolves around the student: 'doesn't keep up', 'doesn't read', 'doesn't
whether it focuses or does not participate. The institutional approach broadens the investigation to verify in
In what situations does the difficulty manifest itself, what strategies have already been tried, and what is the curriculum like?
organized and what expectations guide the evaluation.
This shift in focus reduces the risk of pathologizing learning difficulties. Not all low levels of learning difficulties are pathologized.
Performance indicates a disorder, just as the presence of a diagnosis does not explain it.
automatically all the difficulties observed. Institutional work requires a description.
functional and contextualized

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VI, v.2 2025 | Submission: 02/12/2025 | Accepted: 06/12/2025 | Publication: 09/12/2025

Authors of Institutional Psychopedagogy highlight the importance of observing relationships, Communication, organization, and teaching concepts. The institution has its own ways of dealing with... with error, difference and performance, and these modes can favor learning or reinforce it. obstacles.

Institutional diagnosis, therefore, is not a search for culprits. Its objective is to build a A shared representation of the problem, based on different sources: observation, records. Schools, student work, interviews, indicators, and analysis of practices.

A useful hypothesis is one that can guide action. If the difficulty is associated with a lack of opportunities for practice, for example, the intervention should modify the frequency, the feedback and the follow-up. If the barrier lies in communication between sectors, the response needs to include workflows and responsibilities.

4. INSTITUTIONAL PSYCHOPEDAGOGICAL DIAGNOSIS AND DATA

Institutional diagnosis requires triangulation. Isolated notes are insufficient; frequency, participation, skill progression, error patterns, and task completion conditions They provide a richer picture. Quantitative and qualitative data must be interpreted. together.

Classroom observations allow us to identify how instructions are presented, how long they last. Students have to answer questions about what types of help they receive and how mistakes are handled. These elements They reveal barriers that are rarely evident in administrative documents.

Listening to teachers is equally important. The professional who teaches daily knows Response patterns and practical limitations of the context. Listening, however, needs to be organized to Transform impressions into investigable questions and avoid generalizations.

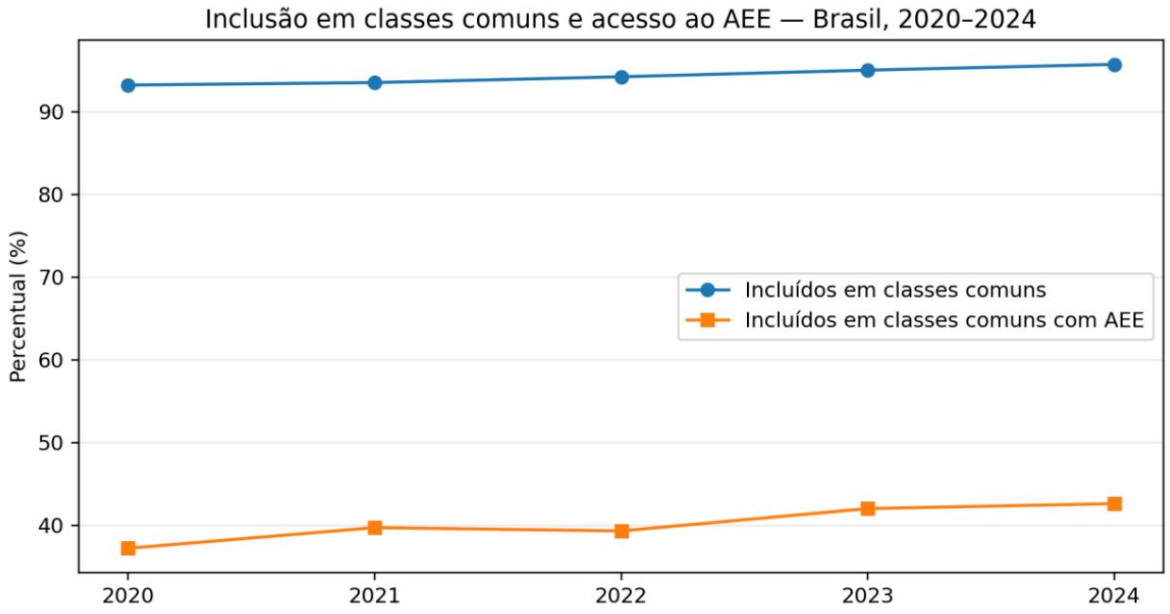
National indicators help to measure the changes that reach schools. The School Census recorded an increase in the percentage of students aged 4 to 17 in special education included in common classes, from 93.2% in 2020 to 95.7% in 2024; in the same period, access to AEE between The percentage of those included in mainstream classes increased from 37.2% to 42.6%. These numbers do not measure quality. but they highlight a greater need for institutional coordination.

Data analysis should lead to prioritization. An institution may have dozens of problems. identified, but effective interventions require selecting a few objectives, defining those responsible, Establish indicators and review the results in regular cycles.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VI, v.2 2025 | Submission: 02/12/2025 | Accepted: 06/12/2025 | Publication: 09/12/2025



Graph 1 — Inclusion in mainstream classes and access to Special Education Services among students aged 4 to 17 from Special education in Brazil, 2020–2024. Source: Inep, School Census 2024.

5. INTERVENTION: PREVENTION, TRAINING AND REORGANIZATION OF PRACTICES

Institutional intervention can occur before difficulties become entrenched. Reviewing routines of literacy, assessment criteria, recovery strategies and transition mechanisms between School years are examples of preventive actions.

Teacher training gains momentum when it starts from concrete problems. Studies on Institutional psychopedagogical intervention describes reflective processes in which educators They analyze their own concepts and practices, instead of simply receiving external prescriptions. Pedagogical meetings can function as spaces for investigation when they utilize evidence. Learning process. Compare productions, discuss recurring errors, and plan collective responses. They transform routine meetings into a tool for professional development.

The intervention can also reorganize materials and schedules. Temporary support groups, sequences More explicit teaching methods, peer tutoring, and accessible resources are possibilities, provided that... They should have a defined objective and not turn into permanent segregation.

In this interpretation, institutional psychopedagogy operates at the interface between learning and... organization. Its value lies in helping the institution to formulate educational problems with more precision and building collective responses that can be evaluated.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VI, v.2 2025 | Submission: 02/12/2025 | Accepted: 06/12/2025 | Publication: 09/12/2025

6. Collaboration with families and support network

The family is a source of information and a partner in the follow-up, but should not assume the responsibility.
sole responsibility for resolving school difficulties. Communication needs to be
bidirectional, respectful, and focused on observable educational objectives.
When external professionals are involved, the school can benefit from relevant information, preserving...
The boundaries of competence and privacy. Clinical reports are not a substitute for evaluation.
pedagogical; they can provide information about needs, but the translation into the curriculum remains a...
educational task.

Interdisciplinary meetings are more productive when each participant explicitly states their field of expertise.
Performance. This reduces generic recommendations and prevents pedagogical decisions from being outsourced.
The support network also includes management, coordination, public services, and community resources.
Institutional Psychopedagogy can contribute to mapping flows and identifying where students and
Families encounter discontinuity.

Effective collaboration requires documentation. Objectives, combined strategies, and review criteria should be documented.
to be documented in a simple way, allowing continuity even when professionals or groups
They change.

7 Multilevel Systems and Response to Intervention

Multilevel support systems offer an architecture compatible with institutional logic: teaching.
Quality for all, additional support for groups, and intensive intervention for specific needs.
persistent. The central principle is to adjust the intensity based on the observed response.
This organization reduces the dichotomy between 'student without problems' and 'student on the right track'. Instead,
recognizes that needs may vary over time and that different levels of support
They may be necessary.
Research on MTSS shows that implementation depends on leadership, training, loyalty,
data and the ability to select interventions. Thus, adopting the nomenclature without infrastructure.
It does not produce change on its own.
For Institutional Psychopedagogy, the contribution of multilevel models lies less in
importing a foreign system and focusing more on the logic of prevention, monitoring, and intensification.
gradual.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VI, v.2 2025 | Submission: 02/12/2025 | Accepted: 06/12/2025 | Publication: 09/12/2025

This logic also promotes equity: students receive support proportional to their needs.
observed, while the institution maintains its responsibility to improve the quality of education.
universal.

8. EVALUATION OF RESULTS AND INSTITUTIONAL ETHICS

The intervention needs to define what will be considered progress. Indicators may include fluency,
understanding, problem-solving, attendance, participation, submission of assignments, or autonomy.
depending on the nature of the demand.

Results should be examined at intervals consistent with the objective. Evaluating too early is not advisable.
This can lead to unstable conclusions; waiting too long can prolong ineffective interventions.
The frequency must be justified from a pedagogical standpoint.

Institutional ethics demand care with labels and confidentiality. Records must
Describe needs and support without unnecessarily exposing students. The language used
The way school influences expectations and relationships.

The evaluation should also cover the intervention itself: was it implemented as planned?
Did teachers receive support? Were there resources and time available? Without these questions, the result will be poor.
This could be incorrectly attributed to the student.

A culture of formative assessment allows the institution to learn from its actions. The goal is not...
Not to demonstrate that a strategy was correct, but rather to discover what needs to be maintained and adjusted.
or replaced.

CONCLUSION

Institutional Psychopedagogy broadens the understanding of learning by including the organization.
School as an object of analysis and intervention.

This approach is particularly useful when the difficulties are recurring and distributed among
classes or those associated with institutional processes, as it prevents the entire explanation from falling on...
individual characteristics.

Institutional diagnosis should combine observation, record-keeping, listening, and learning data.
Its purpose is to produce actionable hypotheses, not just to describe problems.

Preventive interventions, reflective training, and reorganization of practices can strengthen the
The school's ability to respond to diversity before difficulties become chronic.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VI, v.2 2025 | Submission: 02/12/2025 | Accepted: 06/12/2025 | Publication: 09/12/2025

Collaboration with families and support networks must preserve responsibilities and boundaries.

Professionals. External information can enrich planning, but it does not replace analysis.

pedagogical.

Multilevel models offer useful principles for prevention, monitoring, and gradual intensification.

provided they are adapted to the context and supported by leadership and infrastructure.

The evaluation of results needs to include both student progress and the quality of...

Institutional implementation. Without this dual analysis, decisions may be hasty or unfair.

In summary, Institutional Psychopedagogy can be understood as a research practice.

and the transformation of learning contexts. By shifting the focus from isolated deficits to the

Relationships between students, teaching, and the organization favor more preventative and collaborative responses.

educationally responsible.

REFERENCES

CASTRO, AMA; CHAGAS, CST. The role of the institutional psychopedagogue and their intervention in learning difficulties. Revista Faculdade FAMEN, v. 1, n. 1, p. 81–90, 2022. DOI: 10.36470/famen.2020.r1a9.

CAZELLA, S.; MOLINA, R. Institutional psychopedagogical intervention in the reflective training of social educators. Revista Psicopedagogia, v. 27, n. 82, p. 78–91, 2010.

NANDI, SV; CAMARGO, G. Institutional psychopedagogy and intervention in the face of learning difficulties of students in the initial grades. Saberes Pedagógicos, v. 2, 2018. DOI: 10.18616/rsp.v2i0.3400.

RICHARTZ, T.; GONÇALVES, JE Institutional Psychopedagogy: Intervention in Higher Education. Psychopedagogy Journal, v. 33, n. 102, p. 385–395, 2016.

SANCHES, MJP; MARQUEZAN, FF. Institutional psychopedagogical intervention at the Socio-Educational Care Center (CASE). Revista Psicopedagogia, 2023. DOI: 10.51207/2179-4057.20230028.

BRAZIL. National Institute of Educational Studies and Research Anísio Teixeira (Inep). Technical Summary: Basic Education School Census 2024. Brasília, DF: Inep, 2025.

UNESCO. Global Education Monitoring Report 2020: Inclusion and Education — All Means All. Paris: UNESCO, 2020. DOI: 10.54676/JJNK6989.

This article is published in open access under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.