ACTION POSSIBILITIES OF THE SCHOOL PSYCHOLOGIST'S IN FACE OF SCHOOL DIFFICULTIES

POSSIBILIDADES DE ATUAÇÃO DO PSICÓLOGO ESCOLAR DIANTE DE DIFICULDADES NO ÂMBITO ESCOLAR

POSIBILIDADES DE LA ACCIÓN DEL PSICÓLOGO ESCOLAR DELANTE DE LAS DIFICULTADES EN EL ÁREA ESCOLAR

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ABSTRACT: Currently, several factors have been reflected in the school environment, such as hyperactivity, inattention and disinterest. Faced with such situations, school agents have sought contributions from psychology to improve the complaints presented. In view of this, this article, based on the contributions of Historical-Cultural Psychology, aims to develop a theoretical bibliographic study of the possibilities of performance of the school psychologist in the face of behavioral difficulties in the school environment. Such possibilities of action are divided according to the focus of action: school agents, students, guardians and/or the school community. It is expected, through this study, that the knowledge of psychology can become increasingly widespread and serve as mediating instruments for the teaching-learning process.

KEYWORDS: Historical-cultural psychology. Behavioral difficulties. School environment.

RESUMO: Na atualidade, vários fatores têm refletido no ambiente escolar, tais como a hiperatividade, a desatenção e o desinteresse. Diante de tais situações, os agentes escolares têm buscado contribuições da psicologia para melhoria das queixas apresentadas. Em vista disso, o presente artigo, embasado nas contribuições da Psicologia Histórico-Cultural, objetiva desenvolver um estudo teórico bibliográfico das possibilidades de atuação do psicólogo escolar diante de dificuldades comportamentais no ambiente escolar. Tais possibilidades de atuação são divididas conforme os focos de ação: os agentes escolares, os alunos, os responsáveis e/ou a comunidade escolar. Espera-se, por meio deste estudo, que os conhecimentos da psicologia possam tornar-se cada vez mais difundidos e servir de instrumentos mediadores para o processos de ensino e aprendizagem.

PALAVRAS-CHAVE: Psicologia histórico-cultural. Dificuldades comportamentais. Ambiente escolar.

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RESUMEN: Actualmente, varios factores se han reflejado en el entorno escolar, como la hiperactividad, la falta de atención y el desinterés. Ante tales situaciones, los agentes escolares han buscado aportes de la psicología para mejorar las quejas presentadas. Por ello, este artículo, basado en los aportes de la Psicología Histórico-Cultural, tiene como objetivo desarrollar un estudio bibliográfico teórico de las posibilidades de actuación del psicólogo escolar ante las dificultades conductuales en el ámbito escolar. Dichas posibilidades de actuación se dividen según el foco de actuación: agentes escolares, estudiantes, tutores y/o comunidad escolar. Se espera, a través de este estudio, que el conocimiento de la psicología pueda llegar a ser cada vez más extendido y servir como instrumentos mediadores del proceso de enseñanza-aprendizaje.

PALABRAS CLAVE: Psicología histórico-cultural. Dificultades de comportamiento. Ambiente escolar.

Introduction

The school institution, seen as a fundamental element for the humanization process of man, promotes or enables, through its actions, the internalization of the knowledge historically produced by humanity. It is through the transmission and assimilation of the knowledge constructed and accumulated over the years that it becomes possible for the subject to develop its characteristics, particularities and capabilities. In this scenario, learning plays a key role, with the school being the institution for collective teaching, that is, for the transmission of human knowledge.

However, some factors may reflect on the school environment and on the quality of academic life, causing difficulties considered abnormal and pathological. Among such influencing factors are family, economic, cultural, social and pedagogical factors. When these aspects are not dealt with and duly considered, they end up reducing the school, on many occasions, to a failed environment, as if such a place was limited to the reproduction of unimportant information and divergent from social reality.

Many students, as much as they are aware of the importance of education for their development and for their professional career, seem to have no motivation or interest with the good progress of school practices. As a consequence, behavioral management difficulties in the classroom are becoming increasingly widespread. In this scenario, school agents[4] have encountered behaviors that are seen as hyperactive, inattentive, aggressive etc. What is perceived is a blaming of the student in the existence of these problems, in dissociation from

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[4] The term *school agents* refers to the pedagogical framework that makes up the school: teachers, coordinators and principals.

the school and social reality. This causes psychology to demand interventions that result in the improvement of the complaints presented.

Thus, it is understood that the role of the school psychologist is, among others, to work with the feeling of blaming the student for his school failure, easing his difficulties and developing actions that maximize the educational process and corroborate with the improvement of the relationship between student and school. Based on this premise, this article aims, based on a theoretical bibliographic study based on authors such as Lev Semionovitch Vigotski (1896-1934) and Alexis Nikolaevich Leontiev (1903-1979), in addition to studies by Patto (1999), Meira (2000), Bernardes (2012), Souza (2000), among others, to verify the possibilities of the school psychologist's performance in view of the behavioral difficulties found in the school environment. The behavioral difficulties described here allude to any behavior that is considered unsuitable and/or that interferes with school learning.

For this, the discussion will start with the highlight of the relationship between psychology and education, in order to understand the emergence and manifestation of behavioral difficulties in the school environment. From then on, some possibilities for the school psychologist's performance in the face of such problems will be presented. They will be exposed according to their focus, that is, the school agents themselves, the students and the guardians and/or the school community. It should be noted that the interventions pointed out will be based on the possibilities of scientific work in psychology, as highlighted by the Psychologist's Professional Code of Ethics (2005) - CFP Resolution n. 010/2005.

It is considered that the behavioral difficulties that are present in the school environment, evidence situations in which the school, as an institution linked to the humanization process of man, presents greater difficulties to provide the transmission and assimilation of culture. As Souza (2000) points out, there is a universe of institutional, political, individual, structural and functioning issues in the school routine that often lead their activities to failure. The psychologist emerges in this scenario as one of the professionals responsible for unveiling the multiple causalities of school problems, proposing interventions that enable the school to perform its function. Therefore, it is expected, through the results of this article, that the knowledge of psychology can become increasingly widespread and can serve as an instrument for the teaching and learning processes.

Psychology and education

School institutions, when developing practices that mediate the acquisition of historically constructed knowledge, provide conditions for the subjects of education to develop their characteristically human potentialities. According to Bock (2003), the school is linked to the humanization process of man, since it develops pedagogical mediations that allow the subjects to encounter knowledge and, consequently, develop their superior psychological functions. The educational work, in this way, has the intention of directly and intentionally mediating the internalization of the knowledge developed in the historical development.

In order for the historical development of human skills to be appropriated, it is necessary that the human being, as Leontiev (1978) explains, comes into contact with the phenomena of the social environment through other similar ones. This is because human skills are not given and internalized through objective phenomena but are built throughout life through interrelationships with other human beings. In such a way, humanity - especially the child - learns the appropriate activities in the collective and through the mediation of the other. Such a phenomenon characterizes an education process.

Leontiev (1978) points out that education can take very different forms, as well as different levels. In the early stages of humanity's development, the educational process was related, as it still is for young children, by a simple imitation of the acts present in the environment. Subsequently, there is specialization of knowledge and constitution of more complex forms of teaching, such as school education. The more humanity progresses, the more complex and rich in elements the educational process and the tasks performed by the school become.

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In such a way, for Vigotski (2005), learning is a necessary requirement for the development of superior psychological functions (SPF), which are socially and culturally formed. SPF is understood to mean specifically human psychic phenomena that, based on Martins (2013), refer to processes of mastery of external means of cultural development, such

as language, writing, calculation and drawing, as well as special non-functional functions. accurately limited, such as voluntary attention, logical memory and concept formation. Unlike elementary psychological functions (PSE), which qualify as biological and instinctive, SPFs are culturally developed and, for this reason, carry an intentional and conscious control character.

The child's learning, necessary for the development of the SPF, begins to occur at a time much earlier than that of school learning. However, it is through school institutions that the systematic presentation of content is made possible and, consequently, development is generated. Thus, the stimulated learning in schools gives rise to new ways for students to analyze, plan, reason, memorize etc. that become internal acquisitions for the child. This provides the subject with the constitution of his own aptitudes, that is, the school is linked to the process of developing typically human characters.

According to Meira (2000), the evolution of SPF is interconnected with the way in which the individual appropriates historical experiences. Through educational work, it is possible for the student to get in touch with the knowledge that has been historically developed and accumulated by humanity, as they are the elements responsible for constituting the individual and his psychological processes. Thus, educational work has the aim of producing humanity in individuals, that is, education plays a major role in the construction of human subjectivity.

Leontiev (1978) explains that the child faces, since its birth, cultural elements that were elaborated by the generations that preceded it. This cultural heritage encompasses both the material productions and the intellectual elaborations that were produced in the course of history. Thus, each human generation begins its existence, according to the author, based on the elements that were created by previous generations. It is through the appropriation of these cultural riches that skills, specifically human, are developed, that is, each individual learns to be a man through the incorporation of culture.

Martins (2016) explains that the appropriation of human knowledge does not occur naturally, as it depends on learning for its occurrence. This is due to the social roots of development, which go from the social to the individual. Bernardes (2012) highlights that the conditions created by the particularities of life in society provide conditions for development, that is, the relationships established with other people (interpsychic) give rise to individual characteristics (intrapsychic). The school emerges in this scenario as the main means of effective learning, that is, if it does not fulfill its role, the development of the subjects is compromised, and it is not possible to reach the maximum human possibilities.

Psychological science, when inserted in the scope of education, aims - considering the above - to enhance the encounter of the human subject and education, which generates a consequent development of human powers. For this to be possible, it is essential, based on Meira (2000), the understanding of psychological processes, pedagogical processes and their correlations: education plays an important role in the construction of human subjectivity and this, in turn, in the construction of the educational process. The school psychologist, in such a way, must have a clear function of the school: a space for (re)appropriation of knowledge and, consequently, reflection on the purpose of their practices.

Within this chain, school psychology can be understood - based on Meira (2000) - as an area of practice and a field of professional practice among those possible in psychology. When inserting itself in the educational scope and intending to act in a critical way, the school psychologist must make use of different theoretical elaborations of psychological science itself, as well as of pedagogy, philosophy, among others. In such a way, theoretical and practical commitments are assumed with the issues specific to the school and which become the focus of action and intervention.

At this point, the occurrence of several situations contrary to the educational objective are evident. School failure emerges here, perhaps, as the greatest example of the failure in the encounter between the human subject and education. This phenomenon is mostly related to disabilities or the student's lack of motivation for the educational process. However, this issue should not be seen as a relationship maintained only with the person himself, but also defined according to social relations and historical and cultural determinants.

As will be discussed later, there are several determinations for school failure, and the work and discourse of Psychology should not be positioned according to the ideological commitments in force in society - seeking to make the abnormal normal -, but rather to think about man as a historical and social being. Through the promotion of critical practices, it is possible to develop and use man's skills/abilities to transform his reality and, in the process, transform himself. This aspect will be discussed in more detail in the next item.

School failure and behavioral problems

As evidenced earlier, situations and behaviors that do not fit into the behaviors considered adequate/normal are reduced to failures of the school and its function. Patto (1999) characterizes the term school failure as lower school performance, with poor learning outcomes. This performance may be the result of the teaching method, the faculty, socioeconomic factors,

among others. It is important to note that school failure also encompasses aspects of school dropout, indiscipline and conduct problems, as well as the lack of motivation and interest in the educational process.

According to Cordié (1996), the notion of school failure is a recent construction, having arisen at the end of the 19th century with the introduction of compulsory schooling. The elaboration of school failure - even a pathological one, with the concomitant production of learning disorders - demonstrates society's concern for individuals who do not adapt to the prevailing cultural system. The casuistry of learning disorders demonstrates a society's demand for the expected school performance, associated with the students' own expressions. In this last aspect, the subject expresses himself in a singular way in the face of malaise caused by social pressure.

In contrast to this double aspect of the series, school failure has been understood mostly as a failure of the student in the face of the demands presented by the school. The understandings that do not attribute to the student the causes of failure put him, however, in conditions outside the school - such as social inequalities and the family environment -, excluding possible participation by the educational institution itself (CARVALHO, 1997). It should be noted that this is not about finding the guilty or shifting the blame to other agents, but to understand the complexity of the phenomenon presented.

In this connection, three elements are highlighted by Carvalho (1997) as involved in the teaching and learning processes and, consequently, in the production of school failure. For the author, there is someone who teaches: teachers and school institutions - the way in which they teach may not be the best or the most suitable for students; there is something that is taught: the discipline or the specific skill - what is taught may be beyond the possibilities of understanding the student at the present time; and there is someone to be taught: the students.

In such a way, the designation that the student or his family would be to blame for the failure is unfounded; all aspects involved in the context in which the child is inserted must be considered. As exposed by Collares and Moysés (1989), it is extremely important to carry out critical constructions and elaborations on the failure to fulfill the function of the school, of society, considering such failure as a politically produced social problem.

Leontiev (1978) exposes, in this sense, that the different levels of development of intellectual forms and aptitudes are produced by fragmented relationships in society, in which human production is not available to all individuals. This generates divergent levels of development between individuals, which are not due to natural biological differences, but to economic and class inequalities. The concentration of material wealth by a specific/dominant

social class also causes the concentration of intellectual cultural wealth by that class. This makes access to human faculties divergent to individuals, that is, some end up having a minimum of contact with the cultural development necessary for the development of SPF.

Another important point for the understanding of school failure can be characterized, as Bock (2003) describes, in the ideas of a unique education for all and in the conception that the human being is endowed with innate capacities - aptitudes given by a form of innate instinct and, thus, not developed. In this perspective, the differences between people would occur due to the different ways in which each one engages and takes advantage of the conditions offered by the environment. Such an understanding does not consider, therefore, the singularities and the different ways of learning evidenced by the students, betting on unique and traditional teaching methods and forms.

School failure, however, should not be interpreted as caused by a weakened pedagogical practice of teachers. Meira (2000) reports, in this sense, that teachers are subjected to several adverse work situations, such as feelings of helplessness and hopelessness. The school psychologist, according to the author, should contribute to the improvement of the teaching situation and pedagogical practices, rescuing autonomy, the leading role of teaching and the social value of the teacher. Furthermore, he must develop practices that enable the formation of bonds between the subjects that make up the school, contributing to the maximum development of social relations in the institution.

Such elements show the complexity of the phenomenon presented. Thus, when discussing school failure, one should consider the wide range of factors involved, not just depositing the blame in the student. However, there can be no denying the existence of behavioral and learning difficulties and the deficiencies that are part of the school environment. Considering this context, it is guided by Vigotski (2001), when reporting to this subject as someone who develops in a peculiar way, being able to reach the same levels of development as individuals without disabilities or difficulties.

As exposed by Vigotski and Luria (1996), all children are able to learn, whether they have disabilities or not. Therefore, possible pedagogical mediating resources for the development of higher psychological functions should be investigated. Rosseto (2012) exposes, in this sense, that the educational process, the cultural/social context in which the child is and the conditions, whether subjective or adaptive, are the determining elements for learning and development. Such a perspective results in the understanding that every human being learns, but it is necessary to create conditions so that he can overcome his limitations.

Based on the discussion of school failure as produced socially and historically in the ways in which society works, it is possible to take a different look at the behavioral problems that occur in the educational sphere. Hyperactivity, inattention, aggressiveness, domination and disinterest, not to mention others, find an reason for their presence. Before presenting possible work strategies with such problems, it is necessary to define each one of them, as they appear in the nosographic manuals and/or in the definitions given by psychopathological perspectives of school experiences. At the end of each topic, we have a brief discussion on the issues, however, contributions will be made in the subsequent item.

a) Hyperactivity: this picture includes all the (hyper)active behaviors of students in the school environment that hinder their performance and relationships (too much speech, excessive motor activities etc.). Students who exhibit such behaviors are usually classified with the psychopathology "Attention Deficit and/or Hyperactivity Disorder (ADHD)". Marcelli (1998) makes a critical discourse on this situation, arguing that contemporary life, especially at school, is not adapted to students' motor needs. Childhood, according to the author, is surrounded by great visual, auditory, tactile stimulations, among others, but, in contrast, concentration and inhibition of the awakened impulses are required.

b) Inattention: we consider all occasions when the focus of the students is not on the proposed didactic activity. As in the later item, children with frequent inattentive behaviors are usually framed in the psychopathology "Attention Deficit Disorder and/or Hyperactivity (ADHD)". Asbahr and Meira (2014) consider that the attention to a certain activity depends on the meaning it has for the subject, the reason that makes him act. In such a way, the student must know the reason why he is going to study, being necessary that the school activity has a meaning for him. In cases where the described process does not occur, inattentions and disinterest become common.

c) Aggressiveness: this item includes self-aggressive actions (directed at oneself) practiced by students, as well as heteroaggressive actions (directed at others). In addition to the physical practices (pushing, isolating, fighting etc.), verbal actions (cursing, depreciation, humiliation etc.) are included. Oliveira (1996) considers that behaviors like those mentioned, components of indiscipline, are the result of learning and relationships established throughout the social and cultural context to which the individual is part, as well as the dynamics of the school institution itself.

d) Domination: this framework encompasses conducts of opposition, denial, provocation, domination and challenges - the famous actions of indiscipline. The behaviors highlighted here seem to emerge as a response from students to the forms of organization and

functioning of the school institution and, more broadly, of the society itself - as discussed by Cordié (1996). Difficulties in relationships can also trigger the actions described here, however, at school, the focus and actions have a meaning of their own.

e) Disinterest: this aspect refers to situations in which the student's failure is explained by his lack of interest and motivation for school activities. Marchesi (2004) describes four conditions that lead to this condition: the lack of understanding of the task, when the student is not clear on what needs to be done and does not understand the teacher's explanations; the lack of autonomy, where it needs to accept conditions imposed by others, where many face it with anti-authoritarian attitudes; feeling of incompetence, when you do not feel able to solve tasks or understand matters; and the lack of interest itself, due to the lack of personal satisfaction when working with certain contents, often because there is no direct link between the form of transferring content and its reality.

Possibilities of performance of the school psychologist

From the discussion carried out so far, it is believed that it is possible to bring possibilities for the school psychologist to act in the face of the announced problems. We initially presented theoretical perspectives that guide our way of understanding and acting in the face of behavioral difficulties, and then specifying some elaborated interventions, according to our professional experience.

School agents

The work to be carried out with school agents - teachers, coordinators and principals - emerges as essential for the good school progress, since these are the subjects who develop the main teaching activity. As highlighted in CFP Resolution n. 014/00 (CFP, 2000), it is part of the possibilities for the school psychologist to apply psychological knowledge at school through psycho-pedagogical analyzes and interventions. The pedagogical practice exerted by school agents, in such a way, needs and gains greater effectiveness with the contributions coming from psychology.

According to Meira (2000), this can occur through debates that put the psychopathologizing explanations on students' behaviors in check and, at the same time, promote changes aimed at improving teaching practice and the teaching and learning process. At this point, the exercise of the teacher's role, of mediating the students' learning, takes place with the intentional organization of the proposed activities. Pasqualini (2010) discusses this,

claiming that it is not enough to make cultural objects available to children, it is necessary to organize and mediate these activities. Therefore, the teacher is responsible for proposing and executing activities that involve students in the content studied, respecting their singularities and realities. This perspective is presented by the authors and which is consistent with that proposed by Historical-Cultural Psychology.

Together with the school psychologist, it is up to the teacher to reflect on the problems that are present in the school, as well as to propose work alternatives, discuss such paths and carry out work in partnership with other professionals and institutions that can contribute to the quality of the schooling of students (SOUZA, 2000). Based on this, we list some actions that can be performed and developed by the school psychologist to favor the work of school agents:

● Providing listening space for teachers who work with students who exhibit behavioral difficulties. In the face of situations of indiscipline, adversities can be created for the teacher to relate to and, consequently, work with the students in question. Through listening and specialized interventions, it is possible to redefine the occurrences and employ more adaptive attitudes and behaviors.

● Creation and execution of periodic groups with school agents in order to discuss issues specific to the environment. Together and with theoretical input from various fields of knowledge, critical and differential work plans can be defined for handling the difficulties encountered.

● Frequency and follow-up on some occasions during classes and/or at times when students are showing behavioral difficulties. In such a way, the school psychologist can collect more data about the student and the way the school relates to him, providing recommendations, orientations and interventions on the points that can be changed.

● Execution of specific formation for school agents on the difficulties presented by schools, providing understandings about the behaviors presented and possible management based on psychological theories.

Students

As previously mentioned, school failure is mostly related to student failure, however, it is a difficulty that presents itself through it, but we do not consider it as the main cause - on most occasions. Therefore, the actions of the school psychologist with students are directed, according to Meira (2000), with the rescue of the meaning of school actions, as a means of transforming reality, contributing to the removal of subjective obstacles that may be hindering

the practices of the school. At this point, the participation of students in the definition of planning and educational guidelines is essential for the conduct of interests through their reality.

Souza (2000) highlights that students should be at the center of the process of criticizing and reflecting on psychological practices, since it is through them that the beliefs of school failure and inappropriate behaviors are demystified. Thus, the interventions listed below aim to collaborate with the educational process and the development of an active role of the student in the teaching and learning processes. They relate mainly to ways of providing the word and the expression of their ways of being, acting and living. This role is also defended by Historical-Cultural Psychology, when assigning the student a role as an active subject, participating in the process.

● Joint construction of convivial rules in the school environment. Such rules should be consistent with the school's bylaws, but also consider the needs, interests and possibilities of the students. Through such practice, students are given a more active role, corroborating the development of good relationships with school agents.

● Joint creation of visual and concrete strategies (posters, creation of rules, schedules...) to guide and favor behaviors that promote development.

● Providing environments for expression and listening so that the student can talk about the difficulties faced, establishing, jointly, ways for the educational institution to help him/her to face and possibly overcome them.

● Conducting psychological assessment in order to identify possible psychopathologies, as well as carry out the necessary interventions and referrals based on demand. This aspect must be largely based on critical theories so that there is no psychopathologization of the students.

● Creation and development of periodic psychological groups with students - both those with behavioral difficulties and those with adapted performance - in order to work on specific issues, providing listening, guidance and elaborations. Here generators can be adopted as a theme: solidarity, respect, companionship, group work, empathy etc.

School leaders and/or community

As highlighted by the Federal Constitution of 1988 (BRASIL, 1988) and the Statute of Children and Adolescents (BRASIL, 1990), it is the duty of the family, society and the State to ensure all opportunities for children and adolescents to have full development. In such a way,

the family and the community, where the school institution is inserted, also have responsibilities for the students' development.

Meira (2000) describes how important it is for the school psychologist to reflect with the parents and/or guardians and the school community on the social role of the school, identifying ways to jointly guarantee quality education. This occurs, according to the author, through the development of actions that expand social participation in the school, with monitoring and support from the population and parents and/or guardians.

There are some possibilities for action by the school psychologist:

● Participate in school meetings with parents and teachers, in order to explain the social function of the school and the ways in which these agents can collaborate with the difficulties presented.

● Caring for the guardians of the child with behavioral difficulties, investigating possible problems in family relationships that may interfere with the student's school behavior, providing specialized listening and appropriate interventions/guidelines.

● Promotion of joint activities with the community to develop coexistence with others. Furthermore, much historical and practical knowledge can be mediated through such activities.

Final considerations

From the study, it can be inferred that students who have behavioral difficulties are usually referred to psychology services, and this demand is usually related to an expectation of dissolving the obstacles and difficulties that are evident in the school environment. Under this perspective, the problem is mostly deposited exclusively on the student or on factors external to the school, such as the family, with a disregard for the role of the school and society in the production of the problems. In such a way, a greater understanding of the reality that is present in schools, must consider school failure as produced by multiple factors, that is, the difficulty of behavior must be analyzed and discussed in its various aspects, surpassing the first and immediate appearance of problematic.

Behaviors seen as hyperactive, inattentive, dominant, aggressive, disinterested, among others, show situations of the subject's disagreement with education, with the school psychologist being one of the professionals responsible for working and enabling more appropriate ways of expression and coexistence. The first step to take, under our eyes, is to analyze beyond the appearance with which the school complaint comes to care, investigating

all the factors that may be involved. It is necessary to research, discuss and reflect the elements that are involved in the problem and those that maintain it. Historical-Cultural Psychology emerges here as a possibility of theoretical guidance to the professional of psychology, since it allows a broad and complete view of man, understanding him from the interrelations he establishes with the other subjects of his environment, emphasizing the social, the cultural and the historicity of the human being.

However, in addition to the first step of questioning reality, it is necessary to discuss ways and interventions with the school community that address the complexity of the phenomenon. In this sense, there is a wide range of relational, individual, institutional, community, family, pedagogical, biological and social elements that relate to the complaints presented. Usually, the school psychologist's practices focus exclusively on individual care in an area close to that of clinical psychology. However, when considering the etiology of behavioral difficulties, other actions must be thought and executed in order to contribute to the development of school activities and, consequently, to the teaching and learning processes.

We consider it important to highlight that the terminologies used to refer to school experiences (hyperactivity, inattention, lack of interest etc.) comprise ways of pathologizing behaviors typical of childhood, or that do not fit the pre-defined parameters as necessary for good progress school practices. In this sense, the interventions of the school psychologist should not be limited to their modification, making "normal" the behaviors considered "abnormal". We believe that the path is to discover, together with students, their families and school agents, ways in which the school can fulfill its humanizing function, respecting the individuality of the beings inserted in the school. Many of the actions will, in this sense, turn to the understanding of the factors that have triggered the problem, intervening critically in the points that may be hindering the good progress of school practices.

It is also worth mentioning that, in this article, we seek to bring some possibilities of action, to the school psychologist, that better contemplated the complexity of the phenomena related to behavioral difficulties. The interventions were separated by focuses, namely, school agents, students and guardians and/or the school community. Such possibilities were not exhaustive, there are others - those highlighted were listed, according to our professional experiences. Through interventions such as those cited, based on theories such as, for example, Historical-Cultural Psychology, the quality of educational practices can be enhanced and, thus, fulfilling the function of the school, which in addition to teaching, seeks to form and humanize the subjects. It is, therefore, a struggle for the transformation of social relations, a political struggle for man to be constituted as a human being, respecting their differences.

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