

REVIEW OF INTEGRATIVE LITERATURE ON THE EXPERIENCE OF CHILDREN AND ADOLESCENTS DURING AND AFTER THE PANDEMIC



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ABSTRACT

The present study aims to analyze the studies published during and after the pandemic about the experience of children and adolescents in this period. Therefore, specifically, it is necessary to visualize the main psychosocial and emotional expressions of this target audience, in addition to highlighting the main differences in access to quality emergency remote education and the connection with the socioeconomic context, as well as reflecting on the influences of remote teaching for the development of pedagogical strategies that reduce learning deficits and promote motivation. Thus, the article is an integrative systematic literature review that uses LILACS (Latin American and Caribbean Literature on Health Sciences) as a database, purposely the VHL (Virtual Health Library) is the main source of the research, with the selection of keywords, such as "learning", "covid-19", "children", "adolescents". With this, generating articles that went through screening for thorough final selection and directed to the scope of the study, in this way, three scientific papers remained as final product. Through bibliographic research, when comparing the three scientific texts, we observed that the lack of motivation of students, school dropout and exclusion, biopsychosocial crossings, the social markers of the majority of the population negatively impacted and the development of public policies to mitigate the

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difficulty of full continuity of emergency remote teaching are highlighted points. Finally, we consider that emergency remote teaching has opened up economic disparities that affect the education of children and adolescents throughout the country, and the obstacles during this period point to the need for robust public policies aimed at integrative educational approaches that work with motivation and satisfaction in the teaching-learning process, but also that there are interventions that minimize the differences in access to quality education between students Brazilian women.

Keywords: Pandemic. Child-adolescent experience. Remote Teaching. Literature Review.

INTRODUCTION

The general objective of the research is to thoroughly analyze the studies published during and after the pandemic about the experience of children and adolescents in the pandemic context. The specific objectives were to visualize the main psychosocial and emotional expressions in these socially isolated individuals; highlight the main differences in access to quality emergency remote education for young people in vulnerable situations compared to more affluent children; and to reflect on the influences of remote teaching for the creation or not of pedagogical strategies that reduce learning deficits and promote motivation. The COVID-19 pandemic was a milestone in world history, a health crisis that began in 2019 worldwide, however, in Brazil, the first documented case dates back to February 2020. Countries around the globe adopted *lockdown*, that is, quarantine became a strategy to prevent contamination by the SARS-CoV-2 virus, which, even in 2020, was a mystery to Science, the media, and society as a whole (Silva, 2022, p. 2).

COVID-19 also affected social interactions, as distancing was a preventive measure, which meant that many people were confined to their homes and could only contact distant friends and relatives through social networks and telephone, that is, when they had access to the internet. In fact, social distancing opened up social inequalities, as not all children had access to the internet, to the technological equipment necessary for remote teaching to take place and, therefore, young people from public schools were extremely harmed by the lack of resources to subsidize their full educational development (Pacheco, Hübner, 2020, p. 60-61).

Continuously, in addition to the difficulties in accessing technologies, such as video call applications and websites with class content, it is essential to emphasize that some children and adolescents also depended on school to feed themselves, as they had school meals as their main food of the day, and sometimes the only one, as their main food of the day. Other young people have witnessed close and/or distant family members die during the pandemic, or go through financial difficulties, such as job loss. Therefore, it is crucial to carefully analyze all the repercussions of this period for this Brazilian age group and how such events influenced their educational development (Magalhães, 2021, p. 1265).

In addition, research shows that social distancing, although necessary to prevent contamination by the SARS-CoV-2 virus, caused stressors in children and their families, such as the regulation of boredom, monotony, reduced contact with friends, colleagues and

other family members, as well as reduced physical mobility, since leisure activities and/or sports in other places were paralyzed (Fonseca, Sganzerla, Enéas, 2020, p. 32).

In view of what has been presented, it is valid to analyze the continuity of Brazilian education for children and adolescents, in their homes during remote learning, in order to reduce the scope of the research. The relevance of this integrative literature review is shown by the need for more debates on the different impacts of the pandemic in relation to the aforementioned public, considering that they are developing subjects, and that different realities, whether it is the lack of access to technologies, or families that have gone hungry socially isolated, even fathers and mothers with difficulties in relating to their children, among others, influenced the way social isolation crossed the subjects seen as the focus.

Thus, the research carried out was organized, at first, through meetings between the extension workers and the professor-advisor of the extension project Learning Difficulties⁶, at the State University of Paraíba (UEPB), in which the most recent and devastating events in Brazilian society, such as the pandemic, were discussed. Therefore, because the project is aimed at young people with learning difficulties, inserted or not in contexts with little emotional support and stimulus directed to learning, it was decided to give greater attention to the problems promoted and/or related to this period, mainly aimed at children and adolescents.

Finally, what was visualized through the readings was the development of policies that aimed to reduce the negative effects of the physical distancing of students from their schools, in order to adapt remote teaching so that it contained the richness of diversified pedagogical practices, but for a virtual environment. Thus, despite the recognized difficulties and deficits in learning, the intention of the State and society should be to reflect on the pandemic period and its repercussions and, with this, the creation of new strategies and public policies that aim to reduce the disparities in education between Brazilian students, such as the promotion of educational interventions that minimize delays in the development of learning, Mainly by paying attention to the most vulnerable populations and with less access to the equipment and instruments necessary for quality education.

⁶ The work is the result of the commitment of the extension workers and advisor professor of the Learning Difficulties Extension Project of the State University of Paraíba (UEPB), in Campina Grande.

METHODOLOGY

This study consists of an integrative systematic review of the literature, which represents a research approach that involves search, critical evaluation and synthesis of existing evidence on the topic analyzed. This approach aims to provide updated information on the knowledge related to the topic under study, as well as to facilitate the execution of practices in the area and the identification of gaps that indicate the need for further scientific investigations (Mendes Kdf *et al.*, 2008).

A detailed search of scientific productions was carried out, using the LILACS (Latin American and Caribbean Literature on Health Sciences) database, which has the VHL (Virtual Health Library) and the Index Psicologia-Periódicos. In order to find publications focused on the study theme, the following descriptors were applied: "learning", "covid-19", "children", "adolescents". As an inclusion criterion, articles filtered by the terms "Covid-19", "Learning", "Social isolation", "Teaching", "Child", "Pandemics", which were produced between the years 2020 and 2023, were selected. For the research, the languages Portuguese, Spanish and English were selected. Articles whose titles and abstracts do not match the theme under study were excluded from the review.

Education is a continuous process of knowledge construction, which must take into account not only technical aspects, but also social and cultural ones. The integral development of the individual depends on the ability to adapt to constant changes in the learning environment. (SANTOS, 2019, p. 45).

THEORETICAL FRAMEWORK

Based on what has been exposed about the Covid-19 pandemic that globally affected the reality of millions of people, it is extremely relevant to consider the negative impacts interconnected with social isolation, which was assumed in order to curb the situation of massive contamination that was spreading. Thus, from the perspective of this age group mentioned above, which does not fit into the center of risks, because based on reviewed articles, they have a lower prevalence of comorbidities compared to adults, as they have lower expression of the ACE 2 receptor, a more effective immune system and absence of immunosenescence, consequently, children have milder symptoms and better prognosis when compared to other older ages (Ghosh R *et al.*, 2020 *apud* Costa *et al.*, 2022).

However, even in the face of a reality that was not as worrying for young people as the virus that was spreading, some alert points were triggered due to the fact that they

constantly suffer from the psychosocial impacts of the pandemic, which caused problems in development, and here it is emphasized that social interaction is very important in the social and cognitive development of individuals during childhood and adolescence. Therefore, according to experts, the social deprivation imposed by distancing causes a "perfect storm" for mental health (Danese A and Smith P, 2020 *apud* Costa *et al.*, 2022). In this sense, children and adolescents are the most affected age groups (Ghosh R, *et al.*, 2020; Orben A *et al.*, 2020 *apud* Costa *et al.*, 2022).

Thus, because adolescence is a period marked by the constant need for interaction with peers, social distancing during the pandemic caused the disruption of these interactions and exposed adolescents to numerous risk factors for psychopathologies, such as: uncertainty about the future, abrupt change of routine, parents' mental illnesses, financial problems, among others (Danese A and Smith P, 2020 *apud* Costa *et al.*, 2022). Consequently, anxiety, depression, hyperactivity, increased aggressiveness, and post-traumatic stress are just a few examples of the psychosocial impacts that will be experienced in the short or long term (Orben A *et al.*, 2020 *apud* Costa *et al.*, 2022).

In addition, taking into account the emotional instability experienced by adolescents and which is aggravated in the context of the pandemic due to greater exposure to stressors, there is something to consider in this equation, which is the negative relationships with parents and siblings or adolescents who live alone, who may be even more affected by the effects of social distancing than those who have positive family relationships (Orben A *et al.*, 2020 *apud* Costa *et al.*, 2022).

Within this context, it is possible to analyze that the school does not only represent a place of learning, but is also the place that provides freedom, interaction with peers, opportunity to perform physical and recreational activities, notions of hygiene and healthy eating. More than that, for children living in developing and underdeveloped countries, the school is the place that provides nutritional support (Ghosh R *et al.*, 2020 *apud* Costa *et al.*, 2022).

The effective practical relationship between the system of guaranteeing rights and social protection actions aimed at children and adolescents occurs through the establishment of agreements, protocols and flows of action organized in a network. This networked approach aims to strengthen full protection, as recommended by the ECA (Statute of the Child and Adolescent), preventing situations of rights violations and providing adequate responses when these violations occur. The diversity in contours and modes of

operation reflects the adaptation of the network to local demands and realities, taking into account factors such as population, socioeconomic, and cultural characteristics specific to each community or region (Garcia, Lima, 2020).

School exclusion has its origin in socioeconomic and cultural contexts, in addition to the social inequalities reproduced in schools. Limitations and demands of daily life and also school experiences are obstacles or reasons for children and adolescents of compulsory school age to stop studying. However, in addition to going against current legislation, such exclusion denies the right of these children and adolescents to systematized knowledge, to the development of skills and values necessary for the individual's socialization and to the possibility of expanding choices in the present and in the future. The pandemic scenario reaffirms the vulnerability of the population in the age group of compulsory education and expresses the fragility of public policies to guarantee a fundamental right: access to education (UNICEF, 2021).

In addition, the closure of special schools and care centers affects the routine and development of children with mental disorders. Autism spectrum disorder, for example, has concomitant conditions, such as depression, anxiety, and Attention Deficit Hyperactivity Disorder (ADHD). Thus, the lack of interaction with peers and opportunities for learning and development can result in regression of the condition, increased behavior problems, and self-harm (Singh S *et al.*, 2020 *apud* Coast *et al.*, 2022).

Another factor of concern is the longer exposure time of children and adolescents to screens, since this is the first pandemic that occurs within the online context. In this way, online classes and the impossibility of carrying out physical activities outdoors have left children increasingly restricted to the virtual environment (Ghosh R *et al.*, 2020 *apud* Costa *et al.*, 2022). These technologies, together with no or little parental supervision, can leave this age group vulnerable to digital and self-inflicted violence (Deslandes SF and Coutinho T, 2020 *apud* Costa *et al.*, 2022).

However, the internet has become the only means available for adolescents not to completely break off interactions with peers, helping to mitigate some effects generated by distancing, such as anxiety, depression and loneliness. Despite this, the prolonged circulation in virtual environments and the overexposure of self leaves young people vulnerable to digital and self-inflicted violence. The reproduction of online challenges, found mainly on YouTube, and dressed in a "joking" tone puts the health and lives of these individuals at risk (Deslandes SF and Coutinho T, 2020 *apud* Costa *et al.*, 2022).

In addition, the feeling of uncertainty generated by the pandemic was also one of the reasons that generated anger, depression, and anxiety, due to the loss of contact with other people, distance, and the illness or death of family and friends. According to Danese A and Smith P (2020), uncertainty about the future, traumatic losses, insufficient information, financial problems, and mental illness of parents leave children exposed to a high level of stress. As a consequence, there is a worsening of quality of life, greater search for foods that activate reward centers in the brain, such as foods rich in lipids and sugar, weight gain, and sleep disorders, as previously mentioned (Almeida Can *et al.*, 2020 *apud* Costa *et al.*, 2022).

RESULTS

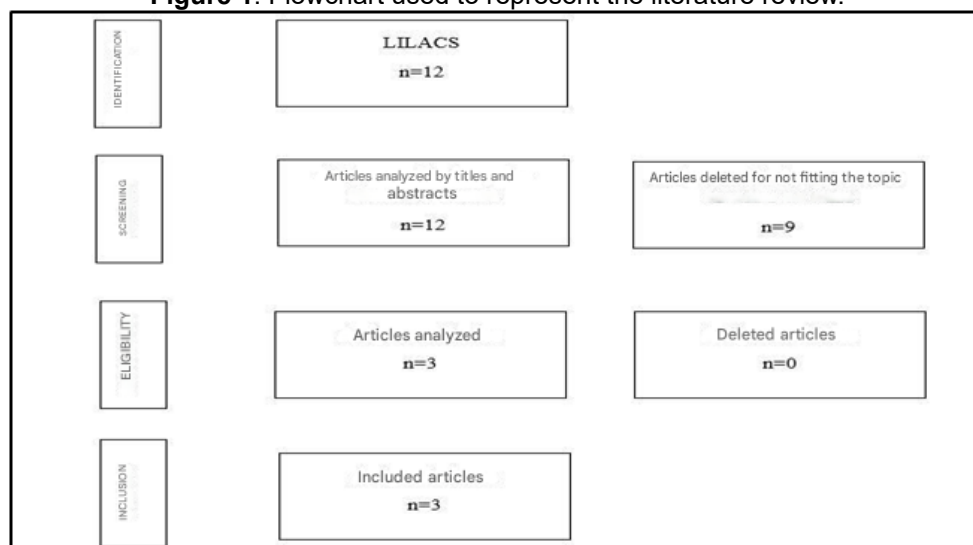
In view of the methodology presented and through the studies of the articles mentioned above, the selected words were applied: "learning", "covid-19", "children", "adolescents", chosen by the extension workers in congruence with the guidance of the extension project coordinator, in order to find publications focused on the theme of integrative literature review. Therefore, as an inclusion criterion, articles filtered by the terms "Covid-19", "Learning", "Social isolation", "Teaching", "Child", "Pandemics", which were produced between the years 2020 and 2023, were selected.

Continuously, for the research, the languages Portuguese, Spanish and English were selected and, in view of this, 12 articles were found using the LILACS database (Latin American and Caribbean Literature on Health Sciences), specifically, the VHL (Virtual Health Library), considering the theme studied and the non-duplicated works.

When entering the inclusion and exclusion criteria, 3 findings were classified, after applying the duplication criterion, none were removed. Thus, 3 articles were selected for analysis and interpretation. For this review, the findings belonged to 2 major annual rankings, two units in 2023; one unit in 2021.

The selection of articles followed the script indicated by the flowchart below (Figure 1).

Figure 1: Flowchart used to represent the literature review.



Source: Prepared by the authors.

In addition to the methodological criteria and results found, the pandemic situation imposed relevant challenges on the educational paradigm, causing an abrupt transition to virtual modalities. This reality has given rise to consequences that reverberate in learning gaps and dissolution of the pedagogical cohesion that previously existed.

DISCUSSION

SCHOOL DROPOUT RELATED TO SOCIO-EMOTIONAL IMPACT

Ferra (2023) understands that the challenges suffered in the teaching-learning process and school trajectory were considered of great relevance for the impact on school dropout, since it already brought concerns prior to the pandemic, growing exponentially during the Covid-19 period. The socio-emotional impact, in turn, incited not only the need for didactic interventions, but also a framework of psychosocial support to mitigate the adverse effects of this critical period. It was possible to identify experiences that describe the effects and impacts of social isolation on students' mental health, especially with the change in routine and the suspension of face-to-face school activities (Ferra, 2023).

In the study by Porto *et al* (2023) on the construct of motivation during the pandemic period, it is noteworthy that 34.5% of the adolescents in the sample felt unmotivated. Also in this domain, most adolescents with low motivation were in the process of adaptation (65.5%). For the authors, motivation is associated as a pedagogical strategy, in this sense, it is possible to understand the impact of negative results on the teaching and learning process of students.

With regard to the levels of satisfaction of adolescents during virtual classes resulting from social isolation, a survey conducted in Costa Rica by Brown-Mata *et al* (2021) pointed out that the highest levels of satisfaction with the teaching model adopted during the pandemic were observed in adolescents who had greater support from caregivers, friends, and teachers, indicating that psychosocial variables and satisfaction were highly interconnected.

SCHOOL EXCLUSION AND SOCIAL MARKERS

In order to consolidate a critical and historical-political perspective, which this review encompasses, school exclusion and violation of the rights of children and adolescents in the recent pandemic scenario, the ECA (Statute of the Child and Adolescent, Federal Law No. 8069/90) will be critically explored from the review of the article "Statute of the Child and Adolescent: 30 years of protection?" integrated in the work "30 years of the Statute of the Child and Adolescent" (CEDECA, 2020). In addition to this, the material "Scenario of School Exclusion in Brazil: An alert on the impacts of the COVID-19 pandemic on Education" (2021) produced by UNICEF and carried out by the IBGE, using the National Household Sample Survey – Pnad, carried out in 2019 and 2020 with different data collections (scenarios from before and during the pandemic) will be explored.

The social protection of children and adolescents in Brazil has reached, over the years, a position of relevance in the distribution of public policies. Such social protection actions have taken on an important centrality in the political debate as one of the priorities of the so-called full protection, a central object of the Statute of the Child and Adolescent (UNICEF, 2021).

According to Garcia and Lima (2020, p.32), based on article 4 of the ECA, full protection is established as a fundamental principle, implying the co-responsibility of various actors in guaranteeing the rights of this population. The social protection network, which includes public services, civil society organizations and the family, has both a preventive and reparative role. However, the implementation of this principle faces several operational obstacles. Among these are the lack of material and human resources, the scarcity of specialized services, the inadequacy of the equipment and infrastructure of the programs developed, and political resistance in the allocation of the necessary resources. Such difficulties compromise the ability of the protection network to fulfill its integral role in promoting the well-being and rights of children and adolescents.

In Brazil, according to the referenced research produced by UNICEF (2021), children and adolescents living in rural areas are the most affected by school exclusion. In the pandemic scenario registered in November 2020, so at the end of the 2020 school year, 5,075,294 children and adolescents aged 6 to 17 were out of school or without school activities, which corresponds to 13.9% of this portion of the population throughout Brazil. Children between 6 and 10 years old living in rural areas in the North and Northeast regions were the most affected by school exclusion during the pandemic in 2020. The precariousness of living conditions in these regions, especially in the most isolated areas, advocates the urgency of a critical state and social look at the needs of this specific population.

Thus, school exclusion has specific social markers, such as socioeconomic and cultural contexts. In the survey carried out in 2019, in absolute numbers, children and adolescents aged 4 to 17 self-declared black, brown and indigenous excluded from school add up to 781,577, corresponding to 71.3% of children and adolescents out of school. Children and adolescents with the same markers are also the majority among those excluded from school during the 2020 school year. In addition, a high relationship between poverty and exclusion from school is indicated. Only 9.9% of those who were out of school and aged 4 to 17 in 2019 live in households with more than one minimum wage per capita and 90.1% live in households with a per capita family income of less than one minimum wage (UNICEF, 2021).

Thus, the need to activate and amplify public policies for the full protection of children and adolescents becomes clear, that is, through intersectoral mobilization, involving civil society and families. The importance of income transfer policies is highlighted, especially in contexts of school exclusion, highlighting their even greater relevance during the pandemic.

The article published by UNICEF (2021) also delves into protection against domestic violence, which affected countless children and adolescents during periods of social isolation, which is also pointed out as a priority. It is proposed to intensify awareness campaigns and strengthen sectors such as social assistance and health to address the problem. In addition, the importance of promoting and maintaining mental health, especially among adolescents, and the need to avoid subliminal and structural criteria, such as color, ethnicity, class, or gender, which contribute to the maintenance of inequalities and the exclusion of segments of the population from access to education, is highlighted.

Therefore, as Garcia and Lima (2020, p. 29) discuss, such forms of protection are of broad responsibility, although the State has precedence in ensuring and providing such rights. Although central to the debate, its operationalization faces many mishaps. In order to maintain the legislative and structural gaps carried by the social, it is essential to have the notion of children and adolescents as subjects of rights, all rights, including the right to respect, freedom and dignity. Therefore, no child or adolescent should be the object of discrimination, exploitation, violence and oppression, among other devices, and any of these should be unjustifiable socially, as well as legislatively.

CONCLUSION

From the analysis of published studies on the experience of children and adolescents in the pandemic context, challenges and significant impacts were found on the emerging need to adapt to the educational model. The transition to remote learning proved to be a considerable obstacle, further accentuating invisible inequalities, especially with regard to socioeconomic disparities in access to education and the need for public policies.

The new reality proved to be complex, imposing the pressing need for adaptability on the part of students and teachers. These data are revealed in studies on the importance of the pedagogical dynamics used and the relevance of the motivation and satisfaction constructs for the construction of the teaching and learning process, especially during the pandemic period. All the elements presented converge on a specific point based on the educational experience of children and adolescents throughout the pandemic. Thus, through the analysis of published studies, it is undeniable to affirm that there were impacts on the school experience of children and adolescents.

In summary, the pandemic reality in education, although permeated by vicissitudes, also raises reflection on inclusive strategies to ensure equitable educational coexistence today and in the future. In this sense, overcoming post-pandemic educational challenges requires an integrated and collaborative approach between educational institutions, governments, and society as a whole.

Furthermore, this study highlights the significant gap in the existing literature, specifically regarding the topic of children in vulnerable situations during the pandemic, evidencing the scarcity of substantial research aimed at this population. The lack of studies in evidence highlights the urgent need for additional research to deepen the understanding of the phenomenon in question. In this sense, such identified gaps offer valuable

opportunities for future investigations, encouraging the expansion of knowledge and improvement of practices in the field addressed.

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