

Educational Intervention for Students and Parenting School: An Experience Report

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Abstract— This work has, as proposal, to present the project "Educational intervention for students and parenting school". Executed by students of the pos-graduation course in Health Psychology, as an part of the curricular training. The main objective of the work was to promote emotional health for students and parents through educational interventions and contribute to the improvement of the quality of life of the population selected, as well as to help the school in its main difficulties, avoiding the emergence of problems in school / student / family integration. The training of the authors of the project in psychology was fundamental to study the complaints from the director and pedagogue, seeking viable solutions as forms of intervention. The use of the instruments from health psychology field, in addition to authors with themes of great importance, were the guiding principle for the execution of the project. Concepts such as: primary prevention, health promotion and quality of life, were the basis of the study.

Index Terms—School, Student, Faimily, Parent

I. INTRODUCTION

The project was developed at the Júlia Barjona Labre Municipal School, located in Manaus, the capital of Brazilian Amazon. The difficulties faced by the children, parents, teachers and employees of this institution were presented by the director and pedagogue. At first, the children chosen to participate in the project would be from the third year of elementary school, age of 7 or 8. However, as a request from the director of the school, a special class of students (keeping the age group) was formed. Those whose presented some learning or behavioral deficit were included in a special group, so that the activities developed with them had a greater effect. These students were selected by the teachers, who presented an individual pedagogical report, identifying their difficulties in the classroom and also describing family situations and difficulties.

For the parenting school, the chosen subjects to be discuss were based on the reports of the pedagogue and director, who presented significant situations faced during the school year.

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In addition, topics that addressed the themes of interventions with children were used so that the work had more effect and feedback. The materials used for the activities were purchased by the project psychologists, some donated by the director of the institution and others acquired through various actions. The intervention with children and parents was very productive, since the problems presented showed a high index of disinterest of parents in the school life of their children, specially those who presented difficulties in learning, besides a considerable demotivation, faults and dropping out of the school year.

In this experience report we will present the experiences in practice at the time of interventions, some difficulties and also the results obtained at the closing of the proposed activities.

The programmatic content of the interventions were:

Educational intervention for students:

- 1st Theme: Discipline (rules, routines and habits);
- 2nd Theme: Violence (Bullying, aggression and self-esteem);
- 3rd Theme: Cool touch and touch not cool (how to ask for help ? Support networks);
- 4th Theme: What do you want to be when you grow up? (Perspectives for the future, dreams and professions);

Parenting School:

- 1st Theme: Family relationship (limits and disciplines, configuration of family roles and mischaracterization of parental figures);
- 2nd Theme: Marriage / divorce X support and attention for the child (affectivity and amorousness, parental alienation, support networks - internal / external);
- 3rd Theme: School / Family Integration (To encourage the family to follow the student's development in the school; to make parents aware of their role as educators; to involve parents in learning activities at home);
- 4th Theme: The future is not far away! (How to prepare the student for the future? How to encourage them to persist ?; Brazil of tomorrow are our children of today);

Each intervention had an average of two and a half hours of duration. The development of educational practices in health was through the creation and implementation of the project, aiming at the quality of life of the people involved, taking into account primary prevention.

Leavell and Clarck (1998), affirm that in primary prevention one must attend to the needs of the human being including all the scopes that this one may be inserted. (BUSS, 1998, pp. 165-166). The educational intervention for children not only took into account the difficulties that the student

found in the classroom, but also the context in which it was found. This includes family, friends, community, day-to-day difficulties, life events that may influence their development, such as divorce from parents, the constitution of another family by one of the spouses, living with other relatives, parents, etc. Just like the parenting school, they tackled issues that influence the school, physical, and emotional lives of their children. The project sought, through interventions, to prevent further harm to the lives of children and parents, being characterized as a form of preventive medicine and also as health promotion through strategies used to solve problems

II. THEORETICAL FRAMEWORK

According to the World Health Organization-WHO (2014), health is conceptualized: "not only as the absence of disease, but as the situation of perfect physical, mental and social well-being" (apud FERREIRA, et al., 2014, p.2). The Brazilian Health System-SUS (2000), presents a holistic concept of health.

Considering the definitions, it is clear that the health issue refers to a superbly broad concept. It imposes interdisciplinary and intersectional actions. As Buss (1998) states, when discussing health promotion: Health promotion, as it has been understood over the past 20-25 years, represents a promising strategy to address the multiple health problems affecting human populations and their environments by the turn of the century. (BUSS, 1998, p.165)

It corroborates the BUSS thinking of the Ottawa Letter when it says that current health promotion is associated with values such as: Quality of life, health, solidarity, equity, democracy, citizenship, development, participation and expertise, among others. It also refers to a combination of strategies: actions of the state (public health policies), community (strengthening community action), individuals (personal skills development), health system (health system reorientation) and intersectional partnerships. It works with the idea of multiple accountability, either for the problems or for the solutions proposed for them. (BUSS, 1998, p.165).

As it is written above, one can affirm that health and its unfolding transcend the health institution itself, referring to a situation where one imagines a range of diverse knowledge acting, interacting and dialoguing in order to promote the desired status of health. In this context the psychologist's action is included as an agent of social transformation, contributing with an arsenal of techniques and from a well-defined proposal (clinic, education, etc.), based on ethical principles.

In this sense, it would be possible to answer what Buss (1998) suggests when states: What, however, characterizes health promotion, in the modern age, is the fact that the main determinants of health conditions are played a central role, around which the concepts of the second group meet. It is borne in mind that health is the product of a broad spectrum of factors related to quality of life, including an adequate standard of food and nutrition, and housing and sanitation; good working conditions; opportunities for lifelong education; clean physical environment; social support for families and individuals; responsible lifestyle; and adequate spectrum of health care. Their activities would then be more focused on the collective of individuals and the environment, understood in a broad sense, physical, social, political, economic and cultural environment, through public policies and favorable

conditions for health development (the choices healthy) will be the easiest) and the empowerment of individuals and communities. (BUSS, 1998, p.167).

In summary, it seems reasonable to say from the words mentioned above, this author understands that the psychologist can integrate this group of professionals promoting health, and it also promotes the autonomy of individuals and social groups.

Intervention of the psychologists with the family and the school

Historically, psychology has faced great difficulties in defining its object of study, its methodology and its conceptual body. The authors of psychology divide the historical evolution of this discipline into three main moments: 1 - pre-scientific / pre-scientific philosophical psychology; 2 - Period of transition characterized by theoretical movements, such as functionalism, rationalism, structuralism, connectionism; and 3- the scientific psychology, represented by modern schools, among them: psychoanalysis, gestalt, behaviorism, humanism, having the year 1879 as a dividing mark, with the creation of the first psychology laboratory in the city of Leipzig / Germany by Wilhelm Wundt . Today, psychology characterizes an independent and consolidated science embedded in various fields of human life, for example in education and in the family. (CARPIGIANI, 2010, p.37-131).

Within the family as the first social nucleus of the child, their first experiences and learning are recorded, and the family itself is responsible for this educational process. In this sense Bandura (1999) states that learning is not only in the early ages, because during all the years of its existence, it will always have something to learn, but some variables, such as expectations, for example, may change according to the experience. He also adds that the child can gain knowledge through modeling, which consists of the repetition of other people's acts. This knowledge can be of coexistence, customs, values and rules (usually begins at home with the family and then is reinforced in school and in society in general), can be a formal knowledge, ie at school or can be an emotional learning (facts of life, which leads the human being to gain emotional experience).

The same author considers, for example, that acts of violence on a television channel can significantly interfere in the life of a child, evidencing their violent behaviors (see CLONINGER, 1999, p.381). In the article titled "Listen to Families at Home: Psychologist's Action in Health Strategy", re-discussing the traditionally clinical psychology proposes that: "Clinical work increasingly brings the health professional closer to the opportunities of everyday functioning, of the culture of a family".

The family as a niche for public health research and basic care establishes difficulties and possibilities. As Chazan (2011) states in his research: [...] showing that one of the greatest difficulties of adherence and involvement of patients in the treatment of family health strategies is in family problems from the psychological point of view. In this sense, the family should be considered a group with its own and auxiliary characteristic in the configuration of subjectivity and the construction of the health / illness process of the subject, since, above all, this carries with it souvenirs, learning and inheritance of the family of origin. (see LISBON, et al., 2011, p.3) For a community, school, family, among

others, health promotion and quality of life, can also be used as a form of education or re-education, to the greater understanding of the target public, which in turn may adopt preventive measures, avoiding so the psychic and emotional sickness (BUSS, 1998, p.166). According to PAHO (1998), this approach focuses community action and participation, as well as health education and communication for health, enhancing personal attitudes and community capacity to improve physical and psychological conditions, in places where people live, study, work and play. (see BUSS, 1998, p.176)

This participatory action of the community becomes very important, because it will be through the people involved in the process of education and re-education that their needs will be better met. For this, it is necessary to plan health and education strategies including the community and its difficulties. According to main Law of Health, called 8.080 of SUS-Brazil, in its health strategies, it is understood that it is essential to the human being, as a basic condition of life, physical and emotional well-being, among others. Within this concept of health, education is an indispensable question to determine its state of well-being. (BRASIL, Law No. 8,080, dated September 19, 1990), provides for the conditions for the promotion, protection and recovery of health, the organization and operation of the corresponding services and other provinces.

Comparing with the project implemented at the Municipal School Júlia Barjona, it was necessary to raise the awareness of parents in the participation of their children's school life, and also to address issues that may be part of the context of children, such as: Bullying, child sexual abuse, among others. In this way, the project also included the participation of the director, pedagogue and the teachers of the school, to point out their greatest difficulties with parents and students, and to be able to devise strategies that have a great effect on the lives of those involved.

III. RESULTS

The first interventions were designed so that all children and parents would attend. At first the school director made the auditorium available, as the classrooms would be small for more than thirty children, and considering the parents of each child. But the maximum number of children was twenty-two and 18 parents. The receptivity of the children was great, as the parents were not so good, but with time it got better.

1st meeting (Children)

In the first encounter with the children, it was very difficult to keep them in place, and mainly to follow the course of the activities without any interruptions, because the size of the auditorium was too big and the children were very dispersed. It was decided that the other meetings would be in the classroom, because it was a smaller space, the children started to concentrate more on the proposed activities and thus it became easier to give continuity to the work. The theme of the intervention was "Discipline - rules, routines and habits". A dynamic activity was applied, where each child received a blank paper and drew what they like to do in their free time. Soon after they had finished the drawing, they introduced themselves saying their names, age and which drawing they made on the sheet. The purpose of the dynamics was to get to know a little more about each student and make an initial

icebreaker. After the psychologists talk a little about the importance of good habits, in addition to rules that everyone needs to respect at home and at school, they presented illustrative plaques, expressing good and bad actions. As the images were presented, the students would talk about whether the action indicated by each plate was right or wrong.

At the end, the experiment called "I am a seed" was done. Each one received a bean seed, a plastic cup and a cotton and had to plant the beans. The goal of the dynamics was to use the metaphor that each bean seed represented a person, and how the beans would grow and turn a plant (if watered well, cared for and pruned), so each child develops when well cared for and educated. An interesting fact that happened in this first meeting was that one of the mothers of the students who were in the class participated in the beginning watching their son in the activities. The student did not want to participate, throwing himself on the floor and crying, contradicting anything that one of the facilitators proposed to activity for the whole class and for him. When the mother saw him, she took the cell phone from her bag and handed it to him. It caught the attention of the rest of the class. She was advised to take back the cell phone and let him behave like that, until he realized that it was necessary to do the activities proposed by the group and not what he wanted at that moment. After a few minutes of crying and throwing himself on the floor, the student realized that all the children were participating in the activities and that he was somehow missing something, he decided to join the group and do the activity and his mother was invited to leave the room.

The intervention was carried out in full, even though it exceeded the closing time due to the two situations mentioned earlier.

1st meeting (Parents)

The first meeting with the parents was in a classroom. Some material was organized for them, informing support networks, some educational ways to encourage their children to follow the rules and to feel motivated to go to school (such as: calendar with child's routines, tips on household chores that can be performed by children, etc.). A greater number of parents were expected, but in total there were eighteen people. Their receptivity was partial, some early on demonstrated resistance to participate actively, but an icebreaker dynamic called "the network" was applied, which allowed the greater participation of all. The dynamic was as follow: each person took the string held in one hand (only the wire) and threw the roll of string to another participant (at that time they needed to speak only one word that represents "what it is to be a father or mother), after everyone passed the thread (a drawing was formed like a spider web), the facilitator asked each father to loose the string that was in his hands gradually, demonstrating that every time a piece was loose, represented a person who did not participate in the actions proposed by the school. The purpose of the dynamics was to remind parents of the importance of their role and their participation in school. Afterwards, the lecture was given on the theme: Family relationship (limits and disciplines, configuration of family roles and discharacterization of parental figures), and a time for questions and answers. Finally, another dynamic called "Sequence of numbers" was applied, which consists of a double activity, where each person receives a sequence of numbers that after being decorated by the participants, are replaced by movements (such as: clapping, jumping, etc.).

The purpose of this activity was to demonstrate how difficult it is to acquire new habits when people are already conditioned to the ancients, but it is not impossible to acquire them with their practice. From that moment, many parents showed more openness to the interventions and in the following meetings participated better.

2nd meeting (Children)

On the second day the topic discussed was bullying. The students were calmer and attention focused on the activities. The activity used was the drawing of a boy named "Zequinha". The children had to pick up the "Zequinha" and say something bad for him and play the role every time they uttered bad words. All of them, without exception, were embarrassed to play the role and almost had no reaction when one of the facilitators crushed the paper. After that moment, the paper was discarded and re-taped to the group again, showing that even trying to fix the melting errors, the paper had "scars" and could not repair 100%. The purpose of the dynamic was to show how much bullying can hurt and create deep scars on a person. If the children were ashamed when it came to practicing something bad in the activity, they did not feel ashamed at all when they participated in the second part of caressing and praising a stuffed animal that went hand in hand, representing the form of caring that they like to receive from their parents, classmates and so on. Finally, children were presented with posters depicting scenes of violence or expressing warmth and each student had two small plaques in his hand (green: symbolizing the right, red symbolizing the wrong). The aim of this game was to probe the perception of the concept of violence of each student.

2nd meeting (Parents)

This meeting had less people than the first, but the participation of all was greater. The theme addressed was: Marriage / divorce X support and attention to the child (affection and amorousness, parental alienation, support networks - internal / external). A conversation thread was held where each participant contributed with lived experiences at home and asked questions of the main doubts that arose in the course of the proposed topics. Soon after, a activity was applied with the name "The house", where each person received a blank paper and to the sound of the song "The house" of Vinícius de Moraes, needed to make a drawing about something that they remembered from their childhood. The goal was to pro-value self-assessment of values, personal life history, "revising", or projecting into objects or environments, recalling situations aimed at closing gestalts. At each end of the intervention, the parents were given a "homework assignment" involving their own children. At the first meeting, the parents were given the responsibility of having a moment with their children, where they could take them for a walk somewhere, or play at home with them. In the second meeting the parents brought feedback on how this experience was, and many of them spoke surprised at how the children reacted in a cheerful and spontaneous way, reinforcing mutual trust between them.

3rd meeting (Children)

In this intervention, some children were in because of a holiday in the week. Despite of a smaller number of students, the subject was very important and delicate enough, but working in a playful way with them, things have become

easier. The theme was the cool and not cool touch (prevention of child sexual abuse). In the dynamic, each child received a red and a green card, and after developing the subject with them, each one was asked to lift and put the green card attached to a drawing of the human body, in the part in which they understood that it could do affection and the red card was stuck in parts that they understood to be forbidden to cuddle. The boys participated in a more uninhibited way, since they only had one girl that day, the facilitators helped identify the parts of the body that could and could not receive affection. The drawing of the human body was in the shape of a boy and a girl, almost real size, front and back. After that, the children learned a song: "Tesourinho," which addresses issues about combating child sexual violence

3rd meeting (Parents)

In this intervention, the suggested topics: School / Family Integration (Encourage the family to follow the development of the student in the school, raise awareness of parents about their role as educators, involve parents in learning activities at home), were discussed in the conversation so that each parent contributed as much as they needed. The dynamics used were: "working together with balloons", where each parent received a balloon, filled and wrote the name of their child in it. Then, in a circle, they threw the balloon into the middle of the wheel, where the facilitators and the schoolteacher tried to trim each balloon and return it to their father. Slowly the one in the middle of the wheel leaves, allowing the balloons to fall to the ground. Objective: To educate parents and educators that School and Family integration is of the utmost importance and that the school alone will not be able to educate the students alone. It was possible to show parents the importance of their participation in school, in the accompaniment of their children in the learning process and also in the tasks teachers sent home (homework). At this meeting, the pedagogue of the school participated in an incisive way, but instead of contributing to a productive conversation with the parents, her posture was quite accusing, citing the students and accentuated their failures presented in the classroom. The facilitators were able to circumvent the situation, so that the course of the intervention returned to the planned.

4th meeting (Children)

In the last intervention with only the children, the theme was: What do you want to be when you grow up? (Perspectives for the future, dreams and professions). Each student spoke about what profession they wanted to pursue and we have worked with them on the importance of the studies, so that this dream could be achieved. They received a coloring drawing containing several professions. At the end of the intervention, each child wrote a letter to their parents, explaining what they liked to do in their spare time, what affection they liked to receive from their parents, etc. These letters were saved to be delivered at the last encounter with the parents. Between one painting and another, one of the children began to cry, leaving all the others curious to know what was happening. One of the facilitators called the child out to talk and said she was sad about her parents' divorce. It was explained to her that this would not change her parents' feelings toward her and that they would continue to be her father and mother (child). After a brief conversation, the child became calmer and asked to return to do his painting.

4th meeting (Parents)

At the last meeting, parents were asked to take their children. They were separated into two different rooms. While the children were painting in a room, the parents participated in the last conversation with a guest psychologist. The theme was: The future is not far away! (How to prepare the student for the future ?; How to encourage them to persist ?; Brazil of tomorrow are our children today). The parents also made a letter to their children and at the end of the activity, the letters (written by students and parents) were exchanged between them. A video was presented where the animals and their pups expressed love among them. When they saw the video, the children reacted with joy and the parents laughed, watching the expression of their children. After that moment, students were asked to sing for their parents and they chose to sing the song "Tesourinho", worked with them at the meeting on combating child sexual violence. This surprised the authors of the project because the initial pre-project provided for a rehearsal and presentation of the children in the form of a choir, but was withdrawn from the project because the trials and other resources for this were not feasible.

IV. DISCUSSION

When it comes to emotional illness, it can be manifested well before, in a sneaky way in a child's life. Through the first signs in school, when a student's grades suddenly fall, or in his own behavior, it is possible to perceive that something happened. When this occurs, attention needs to be redoubled, both from parents, as well as teachers and school in general. The work developed as a way of preventing these problems mentioned above can help the family, the school and especially the student to perform better in their school life. Thus, the interventions offered to parents and students were public policy strategies in primary care, which gave them the conditions to probe and solve some important questions such as: what is the parents' view of their children ?; How important have they been to the formal and emotional education their children have received? How much do they contribute ?; To what extent is the school responsible for this education and to what extent can parents charge the school a posture in front of their children? Discussing trivial issues such as these has made it possible to raise awareness of the importance of the student / family / school link working together to avoid inappropriate learning or behavior problems of the students, promoting quality of life and care, and providing parents with information important as family support networks, etc.

Far from looking for someone guilty, or just investigating where all the chaos began, we searched for ways to intervene, to heal the problem. The psychologists realized that as the interventions were being applied, the parents placed more trust in them, and the meetings were gaining more numbers of people and assiduous parents. The same perception was found in the interventions with the children, when they started to act in a less agitated way and began to contribute to the interventions in a positive way, corresponding to the activities proposed by the team. The parents interacted significantly with the children and the last intervention showed the harmony that these parents were with their children, not only for the participation of all in the proposed activities, but also for the climate of harmony and understanding between all the

people present. Two experiences marked the last moment. The first was the reaction of a young woman who takes care of her stepchild and during the interventions expressed her frustration of "not being able to win the love and respect of the stepson". On the last day it was proposed that the parents and guardians make a letter to their children and the girl began to write, but could not conclude. However, after the students returned to the room, for the finalization of the project, a few gifts were raffled and the winner, one of the gifts, was the girl in the letter. Then the stepson promptly took the toast and went to hand it to her, hugged her and kissed her face, enough to let a few tears flow from her face.

The second moment was the children's spontaneity in singing a song for their parents as a way of thanking them for the moment they were experiencing. The presentation of a song was planned in the preparation of the pre-project, but then withdrawn because of the infeasibility of time and resources for this. Even the psychologists having taken the project, the children presented a song learned in one of the interventions with them and giving away many resources for the presentation.

V. FINAL CONSIDERATIONS

The interventions applied at school for both parents and students were an experience that brought great learning for all. Some activities conceived in the pre-project were not feasible to happen. However, most of the psychologists were successful, and the objective of the action was to promote quality of life, health promotion and well-being, as well as several clarifications and important information, were successfully carried out. It can offer those involved a better emotional and educational development for the student and his family. The feedbacks from parents and children were essential for the psychologists to be aware of how the work was developed, what could be improved and modified for better performance in the next intervention. In addition to the parents' opinion, the psychologists had the support and the feedback of the pedagogue and the school director, who demonstrated great satisfaction in the implementation of the project in school.

In addition, they requested another service aimed at educators, opening space for a second extracurricular project at the school. The experience that the project was a success and gained more evidence when one of the intervention psychologists was walking in a square and found the (divorced) parents of a student of the project taking a walk with the child. They approached her and said that they are now trying to put into practice what was learned in the interventions, about having more quality time with the child and participating in their school life, even when they are divorced.

The project developed had a great effect on the professional growth of the students who performed it, because through it, it was possible to perceive the importance of public health policies as a way of promoting health and quality of life. In addition, it was possible to perceive the need of psychologists in schools, for teamwork, in the development of activities that can bring benefits to parents, students and, consequently, to the institution itself. The role of the psychologist was important for the clarification of doubts, indications of support networks for families and also to contribute to the development of students who are faced with

the difficulties of school and / or family life. The learning was mutual and very significant for the psychologists

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