

**Mental Functioning and Schooling:
A Clinical Study of 3 Cases of Children with School Delay**
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Abstract: Starting from three cases of children who are lagging behind in school, the present study aims to show that school adjustment does not only concern the cognitive abilities of the child, but also his/her psychic maturity. The present study is, therefore, a clinical work based on the case study of 3 children in a situation of school delay and with whom we have applied a clinical semi-directive interview, Test Human figure drawing, the Kaufman Assessment Battery for Children (K-ABC II). In the interview, all the cases expressed difficulties related to their life; we noticed an insufficiency of the internalization of the object which was given to discover the instability concerning relations an inability to learn. The 3 cases exhibited poor perceptions representations and showed an inhibition in speech. Concerning intellectual abilities, Test Human figure drawing, revealed to us that the 3 cases had average capacities and are thus far from being defective, which is contrary to their school results. In calculating the mental maturation coefficient of our cases, we find that they were able to obtain average scores for two cases and good for one case, which corresponds to a mental age close to their chronological ages. Thus, they obtained degrees of mental maturity or intelligence coefficient which places them in the category of average intelligence. We can say that their latent capacities are average and that they are far from being defective as their school results suggest. In trying to understand this contradiction, between the K-ABC II test, the projective Test Human figure drawing and the results concerning their schooling, we can say that the children in school delay do not lack intellectual potential, but a psychological maturity that prevents them from succeeding because of their inhibition.

Keywords: school delay; Human figure drawing; K-ABCII test; psychic functioning; psychosexual maturity.

Résumé: A partir de trois (3) cas d'enfants en retard scolaire, cette étude a montré que l'adaptation scolaire, ne relève pas uniquement des capacités cognitives de l'enfant, mais aussi de sa maturité psychique. Il s'agit donc, d'un travail clinique basé sur l'étude de cas de 3 enfants en situation de retard scolaire et où nous avons appliqué un entretien clinique semi directif, le test du dessin du bonhomme, le test des capacités mentales (Le K-ABC II).

Lors de l'entretien, tous les cas ont révélé des difficultés liées à leur vie; nous avons constaté une insuffisance d'intériorisation de l'objet, qu'on a pu observer à travers l'instabilité au niveau des relations et aussi au niveau de l'incapacité à apprendre. Aussi, nous avons observé une pauvreté au niveau des représentations. Les 3 cas ont montré une inhibition dans l'entretien.

Au niveau des capacités intellectuelles, le dessin du bonhomme nous a révélé que les 3 cas avaient des capacités moyennes et sont donc loin d'être défectueux, ce qui va à l'encontre des résultats obtenus dans leurs scolarités.

En calculant le coefficient de maturation mentale de nos cas, on constate, aussi, qu'ils ont pu obtenir des scores moyens pour deux cas et bon pour un cas, qui correspondaient à un âge mental proche de leurs âges chronologiques, Ainsi, ils ont obtenu des degrés de maturité mentale ou de coefficient d'intelligence, qui les place dans la catégorie de l'intelligence moyenne. on peut dire que leurs capacités latentes sont moyennes et qu'elles sont loin d'être défectueuses comme le suggèrent leurs résultats scolaires.

En cherchant à comprendre cette contradiction, entre le test K-ABC II, le dessin du bonhomme et entre les résultats concernant leur scolarité, on peut dire que ces enfants en retard scolaire ne manquent pas de potentiel intellectuel, mais d'une maturité psychologique ; ce qui les empêche de réussir en raison de leur inhibition.

Mots clefs: retard scolaire ; dessin du bonhomme ; test K-ABCII ; Fonctionnement psychique ; maturité psychosexuelle.

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Introduction:

We all know, in a quasi-instinctual way, "that pleasure in the transmission of knowledge and in learning is indispensable in schooling. The teacher is, unfortunately often pushed very hard to feel guilty about schooling delay. We think that although it is legitimate to be interested in programs and teaching techniques, it is equally important to be interested in the pleasure that a child can feel, as well as in his blooming in class, where we can detect whether something is psychologically wrong, again, to focus on the origin of intellectual inhibition and consequently on the origin of school delay.

We think that it is essential to think about the improvement of the curriculum and teaching techniques. This is largely viewed in Algeria. But the risk then is to believe that the curriculum improvement alone is enough in different learning situations. This study, aims to emphasize the role of the child's maturity and the overcoming of his / her conflicts.

Intelligence and schooling

The different conceptions of intelligence varied. According to Richelle, intelligence is the "psychological function, or a set of functions that allow the organism to adjust to the environment, by implementing original combinations of behaviors, acquisition and exploitation of new knowledge, and eventually reasoning and solving problems in a manner that is consistent with the rules of formalization of logic (Richelle, 2007, P. 388).

It is not possible to condemn a child into a definitive category of intelligence and also of academic performance. This idea is both generalizable in the psychoanalytic approach, and for some cognitivists. We will quote Reuven Feuerstein, who insists on the skills of the teacher and especially on "the mediation essential to any learning that must necessarily be a human mediation" (quoted by Debray R, 1989, P. 17).

The most famous psychologists on the international scene are divided when defining intelligence. This debate is old and dates back to Alfred Binet and Theodore Simon who are considered to be the first who established a test of intelligence in France in 1908, affirming that "the intelligence is what measures my test"; this leads to being operational. the scale of intelligence of Binet-Simon, which remains today strongly correlated with academic success, aimed at a time when schooling had become obligatory for all, to direct attention towards other sectors where the children reputed not to learn normally at school" (Debray R, 1989, P. 15).

Child development and program conception:

This urges us to think about an effective curriculum and school; so it is important, then, to consider new findings that strengthen effective curriculum: "levels of maturity at each age. The curriculum must, to a certain extent, propose content and objectives closely related to the child's Intellectual abilities. The consequences of an imbalance between the requirements of a program and the possibilities of restraint of a pupil can sometimes be disastrous. We discover it often and sometimes dramatically in psychological consultations"(Si Moussi A, 1998, P. 91).

The psychologist has a heavy task in integrating the various partial data on the child. Because it is illusory to believe that one can study the child by separating cognitive abilities from the whole personality As Perron-Borelli and R. Perron (1986), reported that even if such an illusion is maintained by certain academic traditions [...]; it is only an illusion, fatal to any good clinical approach.

It is well- known, now, that the development of the child is characterized by periods that give a specific rhythm to each child. In this sense, "no program can ideally meet the requirements and levels of maturity of children because of this relative difference. Nevertheless, some criteria can be defined to help to bring a program closer to the ideal to be achieved. (Si Moussi A,

1998, P. 91). "Intelligence is in the personality, not beside. As a result, each of the tests used by the psychological examination must be analyzed as witnesses to an individual structure of psychic modes of functioning. In other words: any examination is to be interpreted at the level of the personality" (Borelli P, Perron R, 1986, P.183).

Thus, we deduce that teaching is dynamic, where the personality of the teacher plays a role just as important as his skills. Focusing only on the child's intellectual skills is a risk because it distances us from a fundamental fact of teacher representation for the student (which refers to a parent image). It is clear that a teacher must be aware of this data. In addition to teaching skills, he must have psychological knowledge of child development.

The role of the psychologist in the learning process

"The 'cognitive resuscitation', when it occurs, begins with a recovery of confidence and hope in itself, a necessary first step is to allow the subsequent acquisition of intelligent thought procedures". (Debray R, 1989, P. 214)

" The child psychiatrist, is daily confronted with children and families who suffer from school failure, become convinced of the importance of the dynamic, phantasmatic and relational factors involved in pedagogy and schooling and, therefore, to establish the very genesis of their failures " (Lebovici S, Soulé M, 1970, P.528).

It is clear that in the anamnesis, the psychologist will need to provide parents with the explanation. Parents can bring important elements to formulate hypotheses of work, but, the psychologist never loses sight of the importance of the child life experience; to get to know him and to try to understand him, for example, how does his school failure affect him? What does he say about his symptoms? And so on.

Research questions and hypotheses

Adjustment is a broad and comprehensive term. Some define it as "a continuous dynamic process in which the individual wants to change his behavior to reach a more harmonious relationship with his environment." It is the contact between the individual and his environment (sociocultural space), it is, therefore, one of the most important concepts in psychology. If we attribute this adjustment to school, then it will be a "process by which the pupil reaches a state of equilibrium by accepting school conditions and accepting what the school community imposes as standards, values, systems and discipline " (Lebovici S, Soulé M, 1970, P. 528).

Adjustment is also known as the student readiness to acquire attitudes, values and knowledge in the educational institution. However, this adjustment is linked to the mental abilities of the pupil, such as intelligence, memory, perception, attention, etc, that must be considered as a unified functional unit (Debray R, 1989).

But, with some children who show weaknesses in their psychic functioning, it is found that, despite having acceptable and normal intelligence, abilities or intellectual property they lack school adjustment. There is a low rate of achievement, frequent failure, and delayed learning, which means that they are «not adjusted at school". This may be related to the student's troubled emotional side, which shows signs of school disinterest (Anxiety, fear), that teacher may neglect and the way this negligence is perceived by the pupil.

Emotional life is one of the most important factors for school adjustment because the pupil is influenced by his or her emotional tendencies, that is, the psychological life of the child in all stages of the development. The pupil may have a physical defect or difficulty in pronunciation, which reduces self-confidence and creates the feeling that he/she is considered ridiculous to others or has problems with independence from the mother, etc; that, altogether lead to the lack of school environment adjustment. Debray R. (1989) says that "Failure is an expression of fear

of separation, and success which means becoming an independent individual” (P.215). This reflects mental growing and the level of maturity acquired until then. These data tell us about the future psychological life of the child in his adolescence and adulthood . As Debray says, "the taste for learning and the pleasure to be competent depend on human individuals, even though he/she experiences heavy history of repeated failures. In this way, bringing back a taste for life can legitimately occur through giving back a taste to thoughts "(Debray R, 1989, P. 214).

This study, then, aims at studying the mental processes of pupils who lack school adjustment, taking into account their mental abilities; for this reason the use of of K-ABC battery explains to us how mental processes problems can be solved ; that is, a series of processes are undertaken in order to conduct a specific knowledge activity that may be synchronous or serial or both. Of course, we are also interested in the emotional side which is no less important than these capabilities. It has an impact on school adjustment, this can be tested through the use of the interview and Human figure drawing. For this reason the following questions are formulated:

1. Does the Pupil's speech in the interview reflect poor perceptions, a reflection of a good psychic functioning?

Does the emotional aspect of a pupil emerge from the Human figure drawing?

2. Do the mental processes of a delay schooling pupil appear on the K-ABCII battery?

Hypotheses:

1. The Pupil's speech in the interview reflects poor perceptions, a reflection of psychic functioning with conflicts

2. The emotional side of a pupil appears to be fragile in Human figure drawing;

3. The mental processes are average in children who are in school delay situation. This will be reflected by:

- average intelligence capabilities;

- average ability to solve problems on the K-ABC battery.

The importance of the study

- To show the importance to work in a perspective that relates the psychological dynamics of the pupil (the child), the teacher, and the relationship that binds them in the learning situation.

- To show the importance of developing school programs that respect each age of development of the child, otherwise the child will feel helpless before the schooling program is given to him by the adult.

- To show the importance of offering a specific teaching to the child

- The foregoing can give us an idea of the importance of the teacher's attitude in front of a pupil who have learning trouble , as a result of an inappropriate curriculum

Objectives of the study:

The main objectives of this study are as follows:

-To distinguish between knowledge acquired and the ability to solve new problems

- To study the mental processes and cognitive abilities such as awareness, memory and attention and to know the emotional side of the pupil and the extent of its impact on school adjustment.

Operational concepts:

-Mental processes: It is a hierarchy of processes that are divided into synchronous processes and sequential processes or both types, which are detected from the K-ABC battery applied to cases of children who are maladjusted at school.

-A maladjusted child at school: a child who is enrolled in the third year of primary school, with the frequent repeating classes, while not attending classes, absenteeism, and low achievement. That can be checked by the results obtained at school.

Methodology:

After getting an administrative approval, the three cases under investigation were randomly selected with the help of teachers. This selection is made in accordance with the instructions we have provided to teachers on case selection criteria. We did this because teachers became more aware of the students' status, having identified all the characteristics that determine the research group.

Research techniques

A semiological analysis can be essential for the understanding of the possible conflicts of the child. "It is complemented by the study of the mental functioning of the child in the clinical situation, in the interview, but also in play, drawing, or psychological tests (projective tests, for example), which are as many indicators of how to relate to others, ways of expressing oneself, mechanisms that govern thought processes "(Baudier-Delay et al., 1981, P. 641). It is important to opt for prolonged and in-depth observation of particular individuals; and secondly, to a psychological understanding of the subject's current and past "ways of being" (Droz , Richelle, 1976). Taking into account what precedes, the selected research techniques are the following:

1- Semi-directive clinical interviews:

It is an important tool of scientific research and is an important technique in the clinical field. It is a dynamic relationship and a verbal exchange between the psychologist and the patient. The interview focuses on important aspects that concern the family and daily life, schooling and the projects of the child in the future, in order to have a global knowledge on the situation of the case, and to identify the aspects of his life.

2- Human Figure Drawing Test:

In a problem of school failure, it is not only necessary to look at one's intellectual abilities and to apply a battery of tests of mental efficiency, but also looking into one's personality, drawing and play in the child, for example, are considered [...]. It helps the child to project what comes to him spontaneously. By the process of projection, the child manages to reveal his feelings, his problems, and the perception he has of himself. His anguish is his way of reacting his mechanisms of defense, since these drawings allow the child to talk about himself more or less directly and to update his conflicts (Angel JM, Buffard S, 1952, P.718).

Description of the test:

It is a projective test that completes the clinical interview. Drawing is the best way to freely express repressed perceptions that are difficult to express by words and writing. This allows the examiner to identify the real affects and emotions of the child. This test is a projection test, it helps to identify the subject's projections, his problems and conflicts, and his way of organizing his experiences which are themselves reflected by the body's drawing format. He also expresses his strength, or weakness, or his incapacity, and can confirm certain, and neglect or conceal other parts according to his emotion, and his feelings towards these parts.

According to the American researcher Goodenough, who focuses on the interpretation of the relationship between the drawings of children and the mental abilities of the test, drawing represents the child's concept of the thing and represents a type of the cognitive activity of the child. We can deduce that there is relation between what the child draws and his/her general intelligence. Researcher Karen Machover (1949) improved Goodenough's test (1926) after confirming its validity as a projection tool, which allowed him to call it the Draw-A-Person instead of the Draw-A-Man test. Thus, it became a more useful projective tool to which she proposed a theoretical reference.

Application of the test:

1-The application of **Human figure drawing** was made according to the following steps:

-**Step (1):** After applying a semi-directive interview with the subject, we have prepared for the next step, which is to draw a man by explaining to him that it is about drawing a man as he knows it and that is simple.

-**Step (2):** Place a white paper, pencil, eraser, ruler and color box in front of the child and ask them to draw a man taking into account the basic instruction given to them.

-**Step (3)** The instruction: "On this sheet you will draw a man. Make the best picture you can. Take your time and work as best as possible. "

3-K-ABC-II battery for the psychological examination of the child - second edition, 2008, Kaufman A. S. and N. L. Kaufman.

"This battery, originally contains, 16 subtests and is applied to children between 2 ½ and 12 ½ years old. It aims to study the most important cognitive abilities of the child such as memory, cognition and attention, etc" (Kaufman and his collaborators 1995 P.23). The test is concerned with:

-Adolescent and Children

- Orientation towards special education

- Diagnosis of intellectual functioning

- Measurement of cognitive skills

- Evaluation of non-Francophone, maladjusted or disabled children

- Revision of the theoretical framework of K-ABC: expansion of the neuropsychological model of Luria and introduction of the multi factorial model of Cattell-Horn and Carroll.

Some important issues concerning the **K-ABCII** need to be mentioned , **these are:**

- Improvement of the validity of the tests (deletion and modifications of certain K-ABC tests, additions of new tests).

- Strengthening the non-verbal scale

- With its complementary scales and more developed theoretical bases, the K-ABC II brings much more than just a new calibration to the K-ABC test. It is based on an important expansion of the theoretical foundations. In addition to the evaluation of sequential and simultaneous processes, the K-ABCII allows the evaluation of all components of the Luria model. This new version includes to measure the learning capabilities and a planning measure.

In addition, a second theoretical reference is proposed: the CHC model which combines the multifactorial model of Cattell-Horn and the hierarchical model of intelligence of Carroll. Five major factors of this model are evaluated in K-ABCII. The psychologist can therefore choose his reference model according to his sensitivity and the objectives of the psychological examination.

Test application

Step (1): Before applying the battery, the test instructions have been translated because the battery is in French language and there is no translated version. The battery contains subtests and each subtest is different from the other and has its own set point which corresponds to the method instructions. Each test has its own instruction. The instruction is provided verbally and is followed by presenting an item as an example of application.

Step (2): During the application phase, we prepared the battery and organized the application books of the first test, which will be applied on the desk until the last test, without the child being disturbed during the application.

The K-ABC II offers a reinforced nonverbal scale. It can therefore be used without the problems of cultural differences.

Composed of subtests whose instructions, as well as the answers, can be given by gestures, it allows the evaluation of the intellectual functioning of hearing-impaired children, children with more or less severe language difficulties and non-Francophone children, for example.

In K-ABC II, the validity of the tests has been improved. This results in the deletion or modification of old paper and the introduction of new tasks.

Concretely, the subtests of K-ABC II are divided into 4 or 5 scales according to the theoretical model chosen by the practitioner.

Place of the study: We conducted this study at the primary school of March 19, located in Ennasr city, Ouargla. An office was provided by the school administration for this study.

Selection Criteria for Research Groups:

- Pupils should be in the third or fourth year of primary school (to avoid the early years when new experience interferes with adjustment problems, and avoiding the fifth year of exam anxiety strongly related to the final exam to go to middle school).
- Years between (8-12 years old).
- The pupil should have poor academic performance.

These criteria were determined because they are adapted to research on the mental processes of maladjusted children at school and aim to know both their intellectual abilities and how they manage in solving problems, and emotional impact on children.

Description of the research cases: The present study, deals with 3 cases, who are in their third year of primary articulation, and who show school maladjustment, as observed in low school performance, repetition and absenteeism.

Conditions of the research practice procedures:

The psychologist interviewed each child individually in a special office with the necessary environmental conditions: lighting, tranquility and providing the main directions. On the basis of the criteria mentioned above, the psychologist met each case alone. The psychologist made sure to create a good relationship and to comfort and reassure the child examined. We had two phases of application where we first proceeded to the application of the semi-directive interview, followed at the end by the Human figure drawing test. At the end of the interview, we agreed on a date for the application of the K-ABC battery.

Steps for conducting the study: The application period from 03/03/2016 to 17/03/2016, Actual search time is 15 days.

The practice was conducted in intermittent steps. The clinical meeting of the case with the psychologist was done in the office, after checking the consent of the case to participate in our research. After thanking him, we explained the steps of the interview to the child.

We started by collecting the general information on the case: its age, the order among the brothers, number of brothers and sisters, repeating the year or not. At the end of the interview, we asked the child if he/she was ready to draw or not. If he/she accepted, we gave them a paper and a pen and some colors and an eraser, and ask them to draw a person, giving them the instruction of the test.

Method of analyzing techniques used:

We analyzed the semi-structured clinical interviews based on the content of the responses provided by each case and we proceeded to content analysis referring to the psychoanalytical approach. We used the interview data to support our clinical understanding of the cases, but for the analysis of our results, we used the Human figure drawing data and the K-ABC test results.

We analyzed the Human figure drawing from the interpretation manual adopted and we relied on the same reference to the rate of mental maturity proposed by Goodenough. We used her scoring manual and the table she proposed to project the points obtained from the cases, indicating the mental age / chronological age $\times 100$ (Royer J ,1977).

- K-ABC was analyzed from the explanation manual of the battery.

We note that by applying these indicators, we consider the uniqueness of each case with its characteristics and its comprehensiveness and that the dynamic aspect of each case is important in this study.

Cases of the study

1-Clinical case 1: Mohamed 9 years old

The case of Mohamed is a boy who lives with his four sisters and his father, his mother died and he never saw her. The living conditions are average. The level of school results is low, although the brothers helped him at home.

Mohamed, 9 years old, schooled in third grade primary school, presents persistent learning disabilities so he has doubled the second year of primary school. He has presented difficulties in learning since the first grade class. The teacher said that it would be good for him to make a psychological assessment in order to understand the reasons for his difficulties. The teacher wonders whether the fact that Mohamed cannot keep the acquisitions he has had and that he must always repeat the previous lessons and that he has already understood. Not having the time to take care about him individually, given the number of pupils in class, the teacher says she has the impression that Mohamed understands the lessons, but must have problems, which prevent him from concentrating.

Analysis of the data interview:

After presenting ourselves as a psychologists and clarifying the purpose of our study and the necessary information that we would like to have from the case, the latter, agreed to cooperate with the psychologist, without hesitation and showed no refusal. For family life, he talks about his late mother and says, "Dad hits us a lot and blasphemes a lot" and here we find that Mohamed lives in unsafe circumstances. The father does not play his role and this is obvious in the declarations of Mohamed: "our father, does not buy us what we want". The father does not

communicate much with his son, at least as perceived by Mohamed. However, about his relationship with his sisters he says: "They love me, but I do not love them because they hit me". This reflects the perceptions associated with the contradictory meanings of relationships and the lack of feeling of security. At the same time, it can be said that at the level of perceptions there is perception of the pre-object, but probably for reasons of the death of the mother before Mohamed reaches 6 months. Added to this, the absence of the mother makes the representation of the object problematic. We know that this representation is an important condition in the learning and contention of knowledge. The mother died before the integration of her image. For the maternal object to be reassuring despite its absence, there must be an integration of its reassuring image, and the child must go beyond the ambivalent perception of affects against this object.

In his relationship with his peers and friends, he is good and has friends who protect him against those who attack him. However, his speech is characterized by a kind of contradiction that is reflected in his words: "I hit all those who strike me". This contradiction is part of the overall functioning of the personality of Mohamed, where we find that ambivalence characterizes all its relations.

As for the school life of the case, he says: "I like to study" that indicates a positive trend towards school, but in his speech about the year when he failed, in second grade and the reasons for which he failed, he says, "because I do not work at home and I was afraid of the teacher who struck me". Mohamed suffered from the absence of reassuring people (objects). He lives in frightening conditions at school. The teacher does not represent a reassuring object, like the insufficiency of the object. The teacher could have served as a good object so that Mohamed could repair himself and repair what was conflictual at home in his life. However, the severity of the teacher increased his withdrawal and lack of security. After his third year and his success, he says "I review my lessons alone, as well as with the help of his sisters", which reflects a kind of comfort and attention from the sisters.

He says he loves his current teacher, and he says, "I love her because she forgives me when I make mistakes". This teacher is reassuring to Mohamed and helps him to repair his conflicts. About his father, he said, "My father promised to buy me a toy, but he broke the promise and he did not buy it for me". This negative perception does not help to integrate the image of the father and his perception. Mohamed says he likes mathematics because it is easy: "I'm good at math because it is easy". Mohamed got the average of 5.24.

Mohamed is described as not very present in class. He does not do homework. Mohamed said: "Sometimes, I cannot follow the teacher, even though I'm afraid of her punishment. When I'm in class, I think about a lot of things. I'm hit a lot. My father is difficult, and my brothers help me but sometimes tell me I'm bad. I cannot learn".

Note that Mohamed often falls ill with tonsillitis and seasonal flu, which require, on several occasions, schooling absences. Moreover, at the beginning of his schooling, he loses his aunt, who takes care of him sometimes.

Mohamed's projection into the future looks good when he says he wants to grow and work. We observe his willingness to try to overcome his conflicts.

The psychological examination takes place on 2 sessions and includes:

An interview and the Human figure drawing, in the first session;

- The test of the KABC-II in the second session.

The Human figure drawing test allows the child to reveal his inner conflicts and his repressed desires, his fears and his emotional state. It is a test that reveals the perception of his consciousness of his body image by observing the child during his drawing and on three levels: the case Mohamed is calm with an acceptable appearance. He is 9 years old of average

size and lean. He understood the instruction for the drawing, but reacted slowly. He began drawing after about 10 minutes thinking about what he will draw with tension then agrees to draw after using the colors in front of him. Mohamed is a friendly, cooperative, cheerful boy who easily gets in touch with us, but who was initially very reserved. He participated enthusiastically during the awarding of KABC-II. He finds it particularly attractive.

The CHC model, including the Knowledge scale, was chosen. Indeed, it seems quite necessary, in the case of Mohamed to evaluate the extent of his knowledge (subtest Cultural knowledge) and his understanding of instructions (subtest riddles) to identify strengths and weaknesses of crystallized intelligence. Crystallized intelligence is highly correlated with academic success.

The other dimensions evaluated are:

- Short-Term Memory;
- Fluid Reasoning;
- Long-Term Memory;
- Visual Data Processing.

Mohamed was very attentive and interested during the whole process.

Results analysis:

The analysis of the results shows a Fluid-Crystalline Index of 106, therefore in the average of the children of his age. This overall index is consistent with the observations developed during the interview and application of tests, which indicate that Mohamed presents a global intelligence average, that of his group membership.

The analysis of scores at different scales shows weak results in the Knowledge scale and the Short-term Memory scale. This latter evaluates the short term memory and the ability to successively process the information that is necessary to solve a problem. The Short-term Memory scale is highly correlated to early learning at school and especially to reading and spelling.

The new Long-Term Memory scale assesses the long-term storage, storage and retrieval of information and requires focused, sustained and selective attention. The standard score is much higher (130) and makes Mohamed among the best performing children of his age in the two tests composing this scale. Thus, at the subtest Associative memory, Mohamed shows his capacity to learn new information and to associate them with the subtest learning codes; he demonstrates his high skills in analogical reasoning and his ability to learn a new language.

Here, it is important not to separate the pupil from the child, as Si Moussi A. (2002) puts it, that the position of the child and that of the pupil are extremely connected, indeed inseparable. It is important to take care of "the blossoming of the child, before the pupil's acquisitions" (Si Moussi A, 2002, P.11).

Deferred Recall

These last and important remarks are confirmed with the scale Delayed Reminder which evaluates the retention by the child of the associations taught during the subtest Associative Memory and Learning codes, 15 to 20 minutes ago.

Mohamed has been able to store multiple and complex information in long-term memory and retrieve it on demand. He proves well his skills in Associative memory and its learning abilities in a dual and benevolent and empathic relationship with the psychologist.

2-Clinical case 2 Abdul Basset 9 years old

Gender: Male

Age: 9 years

Rank between brothers: 2

Level of study: third year primary

class repetition: repeated a third class once.

Presentation of the case:

He is a child who lives with his parents (father and mother). The father is an employee; the mother is a housewife and has 4 brothers. He repeated a third class. He is helped in his revisions and duties by the mother, father and elder brother.

Abdul Basset agreed to cooperate with us, but after a little reservation and asked to understand what was expected of him. After explaining what we expect from him, he began to express his relationship with the mother and father. He explains that his relationship is good with the mother and the father where he says: "They love me and when I ask them for something they buy it for me. I sometimes fight with my older brother (Silence) and when I see my father and mother quarreling; I go out and go to play: I play as if nothing has happened". He feels a kind of internal conflict and does not accept parental conflict between the mother and the father, and the resort to isolation represents a source for unloading in order to escape from the problem and not to think about it. What attracts our attention is quoted when he says, "as if nothing happened". It refers to the negation mechanism.

We can also observe this contradiction with his brothers when he says: "I love my brothers and when I hit them, my older brother beats me." Here, we find the situation a kind of conflict as a result of the emotional contradiction. To understand this aggression, in the context of the process of repetition of what is my own and in the absence of mental and the development of words, the choice of action is the solution which Abdul Basset resorted to, especially that the parents are in a permanent conflict and that Abdul Basset has not yet developed defensive possibilities which allow him to get involved and overcome.

Abdul Basset seemed to be an active boy and with an average look, he did not look clean. As for school entry for the first time, Abdul Basset says that he was adapting to the new situation. He said: "I was happy at school ... my little brother was the one who cried, I did not cry ... and I told him I would defend him". Despite the low achievement, he wants to succeed and appeared in saying "I want to succeed and (Silence) I like mathematics, French and Arabic" and we find that the case is aware of the importance of success.

As for the future life of the case, he says: "I want to be bigger, I want to buy a car and I become a military man. I want to buy a car. My father wants that I will become a coach," and he says: "I will succeed and go to university." This indicates that there are positive perceptions of future life and shows that he has a desire to reach his goals, but the atmosphere threatened by the quarrel between the parents has prevented the psychological conflicts of placement for parental images. Abdul Basset's difficulty can be understood in the difficulty of overcoming these conflicts. Psychological stability is necessary, for concentration, which is not the case with Abdul Basset.

Analysis of the Human figure drawing test for Abdul Basset:

Abdul Basset accepted the drawing and easily understood the instructions. He finished his drawing quickly and he used the colors that were in front of him, on the desk. The drawing was at the top on the side which is a sign of the tendency to idealization and a sign of a preference to return to the past more than the current one. However, the basic features of the body show a human form, and it can be said that the development of our case was blocked at an earlier stage of growth and that the Ego is not balanced. The lines in the drawing emphasize the desire for

self-affirmation and the indicator of the existence of aggressive tendencies, internal tension and lack of adaptation; nevertheless, the straight lines reflect a realistic presence and also indicate on the one hand children looking for their male (manhood). Of course, Abdul Basset is at an age where he wants to be like a father and he plays the role successfully and shows in his relationship with him and the love to stay with him.

As for the general profile of the painting, we find that the face contains some details, including the eyes and nose and hair, but the mouth was not painted. On the rest of the body, there was a hand omission. Previous data indicate a lack of confidence in social relationships. Thus, in general, Abdul Basset's drawing is somewhat similar to the shape of a man in reality, which indicates a partial perception of self and the painting remains a projection of his own perception.

By calculating the **mental maturation coefficient in K-ABC test** of Abdul Basset, he got a total score of 24 points. This corresponds to a mental age of 8 years and 8 months. It is a difference of one year and days between the ages of 9 years, 6 months and 16 days. Mental or intelligence factor (QI) of 89 degrees and therefore classified as an average intelligence.

3- Clinical case 3;Fares 10years

Gender: Male

Age: 10 years

Order among brothers: 1

Level of study: third year primary

class repetition: repeated a third class twice.

Farés is a 10-year-old boy who lives with the father, 2 younger brothers, grandmother, aunt and uncle. The mother is divorced and the father did not have a permanent job. He said that he loves his father and his grandmother and the rest of the family. And he blames his mother a lot because she left them. For the situation he lives with his brothers and through my observation, he was suffering in his words about his family and his situation, and he feels a great void in his life.

Farés is a happy, good-natured, clean-looking child who accepts to participate in research easily and does not hesitate to talk about subjects such as his relationship with his father and his brothers and also the kindness of his father. However, having mentioned his mother, a long silence marks a discomfort to approach this subject; his speech is cut each time by silence.

He does not accept the separation of his parents and does not forgive his mother for leaving them. His father does not explain the cause of the divorce. He says that his father divorced her but reproaches his mother for the fact that she left. He says that he prefers his father. His mother receives them for the holidays, but he says that she "does not try to make them happy". She does not buy them anything. After a long silence, he chained his speech saying: "the main thing, I love my father more than my mother".

There were no words that could make Farés feel guilty about what happened between his parents and that led to divorce. The negative representation of the mother prevents the development of the separation with her and makes the integration of parental images problematic. There were no words on the part of adults who would make Farés feel guilty, especially since the environment feels guilty about his mother and considers her a bad mother. This situation does not help Farés to grow up and progress in life.

He says he loves school but does not feel up to it. He is slow and he cannot keep up well. He has redone the third year twice, and he says that the first time is because he was "sick on the scalp (silence) the second time, I redid the year because of the "severe anemia". I always felt tired, and each time I had to rest. This goes in the sense that Farés is endowed with fragile

psychic functioning, but we know that for a child to be able to follow his schooling without difficulties, it is necessary that he be psychically calm, which requires that it goes beyond infantile conflicts, and it is not the case with Fares.

He represents the future in a positive way. He sees himself as "adult and working in a society"

Data of Human figure drawing test:

Although he accepted the drawing and understood the instructions the first time, he was apparently worried. He drew without using the colors.

Drawing was in the middle, slightly tilted to the left, refers to the usual interest in realism and often refers to the lack of fit and he prefers common things.

The drawing also does not draw out boundaries, a sign of good observation and self-control, and the accented lines reveal a desire for assertiveness and shows as well as the presence of aggressive internal tension. This is still evident in the realistic details drawn, which indicates the existence of a realistic look, but with a lack of adaptation. The straight lines and angles, which are clear in the graphic indication, also reveal realism. A distinction on the one hand and another is a search for masculinity (virility), which is clearly the case through tension and avoiding talking to the mother and maximizing the role of the father as a kind of idealization of the father at the expense of the superego who requires the introduction of values. Idealization prevents the integration of the image of the father.

In terms of overall profile, we find that the face contains the essential details, namely, the eyes, the mouth, the nose and the hair and the presence of the flexibility characteristics that indicate that Farès has relationships and can communicate with others. However, this ability is limited if we take into consideration that Farès did not use the colors in his drawing which reflects a presence of inner conflicts and feelings of lack of difficulties in the representations of the object. For the rest, body members are present with the removal of the hands and legs, which indicates lack of confidence and lack of social relations. The absence of the feet, especially, means the absence of the sense of security. In general, it can be noted that the drawing refers to the existence of a clash with reality and a perception of the members of the body despite the forgetfulness or the suppression of certain members, but it does not call into question the balance seen in the drawing in general.

By calculating **the mental maturation coefficient in K-ABC** test of the case, we see that he was able to obtain a score of 28 points, which corresponds to a mental age of 9 years and 6 months, a difference of one full year between him and the chronological age: 10 years and 6 months. Thus, he obtained 90 degree in mental maturity or intelligence coefficient, which places him in the category of a mean intelligence.

Ovaeall summaries and discussion of the study hypotheses:

As in all three cases that participated in this research, we noticed a positive perception of the school, the idea that studies are no longer important for young people is not confirmed with our cases. In the interview, all the cases expressed difficulties related to their life; we noticed an insufficiency of the integration of the object which was given to see through the instability at the level of the relations and also at the level of the inability to learn. There is poverty at the level of the representations. The 3 cases showed an inhibition in speech. *So the first hypothesis is confirmed*

Even though the Human figure drawing test had different characteristics from one case to the next, it nonetheless revealed important generalities that go in the direction of the presence of inner conflicts and desires repressed fears and emotional states disturbed in our cases. It is a test that revealed sometimes a problematic perception of body image, with the tendency to the

ideal and preferred to return to the past more than to current thought. The basic characteristics of the body have often shown a human form, but there is immaturity and attachment to an earlier stage of growth, which in turn reveals that the self is not balanced.

The lines of the drawing underline the desire for assertiveness and the indicator of the existence of aggressive tendencies and internal tensions and lack of adaptation, but the straight lines nevertheless reflect a realistic presence and indicate in another way that these children are in search of their virility, in relation, according to psychoanalysis, to the problem of castration.

At the level of intellectual abilities, the Human figure drawing test, revealed to us that the 3 cases had average capacities and are thus far from being defective, this goes against sense with their academic results. In seeking to understand this contradiction, we can say that children who are lagging behind in school do not lack intellectual potential, but psychological maturity which blocks their path to success because of inhibition. *So the second hypothesis is confirmed*

The highlights are Visual Processing and the new Long-Term Memory scale. This scale assesses the long-term storage, storage and retrieval of information and requires focused, sustained and selective attention. The standard score is much higher with Mohamed (130) which makes Mohamed among the best performing children of his age, in the two tests composing this scale. Thus at the subtest of associative memory, Mohamed shows his capacity to learn new information and to associate them with the subtest learning codes. He demonstrates his high skills in analogical reasoning and his ability to learn a new language.

By calculating the mental maturation coefficient, in K-ABC test, of Abdul Basset, he got a total score of 24 points. This corresponds to a mental age of 8 years and 8 months. It is a difference of one year and days between the ages of 9 years, 6 months and 16 days. Mental or intelligence factor (QI) of 89 degrees and therefore classified as an average intelligence.

By calculating the mental maturation coefficient of Fares, we see that he was able to obtain a score of 28 points, which corresponds to a mental age of 9 years and 6 months, a difference of one full year between him and the chronological age: 10 years and 6 months. Thus, he obtained 90 degree in mental maturity or intelligence coefficient, which places him in the category of a mean intelligence.

With the previous results and concerning the mental capacities of our cases we confirmed that our cases obtained average results in the majority of the subtests of K-ABCII, and finally we can say that their latent capacities are average and that they are far from being defective as their school results suggest. *Thus we confirmed our third hypothesis which stipulates that the mental capacities of children who are in school delay situation will appear average.*

What can we retain from our results? Here it is important not to separate the pupil from the child. As Si Moussi A. (2002) puts it, the position of the child and that of the pupil are extremely connected, indeed inseparable. It is important to take care of "the blossoming of the child, before the pupil's acquisitions" (Si Moussi A, 2002, P.11).

We all know instinctively that the school is far from being a place of mechanical learning. Before being a student, the child is above all a child who has a story that has a life, and this life is not easy for some pupils: An absence of support for the child by adults like teachers, administrative staff, parents, etc. The child may sink into failure. On the contrary, taking care of him and supporting him can help him resume his process of maturity and move forward in his life, especially in his schooling. School and the pedagogues have always relied on knowledge of this evolution of the personality of the child to socialize it and even to specify the rules of this socialization. (Lebovici S, Soule M, 1970, P.528).

In our theoretical perspective, we cannot conceive of intelligence as fixed data once and for all. It seems "in contradiction with what the very development of children gives to see when they

are caught up in the movement of life" (Debray R, 1989, P.16). We place ourselves, therefore, in the perspective of the necessity of a thorough psychological examination. This dynamic assessment will enable us to evaluate the psychological functioning of the child under examination without losing sight of his or her strengths and weaknesses. This examination seems to be an interesting way in this particular meeting with the psychologist (Debray R, 1982).

What tests evaluate is more "an acquired or actual know-how (or reasoning) of the child or adolescent being examined and not what R. Feuerstein regards as his future potential if he is placed in favorable learning conditions for him "(Debray R, 1989, P.16).

Conclusion

The aim of this article was to talk about teaching, taking into account the psychological functioning of the child. Our expectation is to sensitize the specialists of education and pedagogy on the flexibility of the learning function. By this flexibility we mean adequate accommodations for each child's opportunities, rather than linking success to the quality of the program alone, even the skills of the teacher.

Learning disabilities cannot be reduced to a failure of the cognitive processes involved in school. Thus school must take into consideration "the novelty that constitutes in the psychic life of the child. The impact of the school relation lies in the evolution of its personality, but at once favors and induces it according to certain mutations.

The transition from the family environment to the social environment (the school) is established by psychoanalysis, emphasizing the importance of the evolution of affectivity and allowing the detachment of parental objects with the possibility of tolerating the psychological investment of schooling (the teacher, the teacher and the peers). So, examination will therefore focus on an investigation of psychic functioning and the identification of psycho-emotional factors that hinder access to school learning.

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