

**PSICOLOGIA ESCOLAR E EDUCAÇÃO INCLUSIVA: DA FORMAÇÃO ÀS PRÁTICAS DE PSICÓLOGAS ESCOLARES DE MATO GROSSO DO SUL**

***PSICOLOGIA ESCOLAR Y EDUCACIÓN INCLUSIVA: DE LA FORMACIÓN A LAS PRACTICAS DE PSICOLOGIA ESCOLARES DE MATO GROSSO DEL SUR***

***SCHOOL PSYCHOLOGY AND INCLUSIVE EDUCATION: FROM GRADUATION TO PSYCHOLOGISTS SCHOOL PRACTICES FROM MATO GROSSO DO SUL***

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**RESUMO:** Este artigo resulta de um estudo que teve por objetivo conhecer concepções e práticas de psicólogas/os escolares em relação à Educação Inclusiva. Para tanto, destacou a formação e a atuação de profissionais institucionalmente ligados a redes municipais de educação de municípios da região sul de Mato Grosso do Sul: Ivinhema, Batayporã e Glória de Dourados. Por meio de pesquisa qualitativa na modalidade estudo de caso buscou-se compreender fatores que influenciaram nas escolhas pela atuação na Psicologia Escolar e Educacional, processos de qualificação profissional para o exercício neste campo, bem como os desafios enfrentados em suas trajetórias para a promoção da inclusão escolar nos sistemas de ensino em que atuam. Os resultados sugerem que a presença de psicólogos escolares na região ainda é inexpressiva e as profissionais atuantes, embora demonstrem conhecimentos sobre a inclusão, encontram dificuldades no planejamento e na implementação de projetos voltados à construção de práticas educativas inclusivas.

**PALAVRAS-CHAVE:** Educação inclusiva. Psicologia. Formação.

**RESUMEN:** Este artículo resulta de un estudio que tuvo por objetivo conocer concepciones y prácticas de psicólogas/as escolares en relación a la Educación Inclusiva. También, destaco la formación y actuación de profesionales institucionalmente unidos a redes municipales de educación de la región sur de Mato Grosso del Sur: Ivinhema, Batayporã y Gloria de Dorados. Por medio de investigación cualitativa en la modalidad estudio de caso se buscó comprender factores que influenciaron en las decisiones por la actuación en la Psicología Escolar y Educacional, procesos de cualificación profesional para el ejercicio en este campo, bien como los desafíos enfrentados en sus trayectorias para la promoción de la inclusión escolar en los sistemas de enseñanza en que actúan. Los resultados sugieren que la presencia de psicólogos escolares en la región todavía es inexpressiva y las profesionales actuantes, aunque demuestren

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*conocimientos sobre la inclusión, encuentran dificultades en la planificación y en la implementación de proyectos dirigidos a la construcción de prácticas educativas inclusivas.*

**PALABRAS-CLAVES:** *Educación inclusiva. Psicología. Formación.*

**ABSTRACT:** *This article results from a study that aimed to knowing conceptions and practices of school psychologists related to Inclusive Education. Therefore, it evidences the training and work of professionals institutionally linked to municipal education networks of municipalities in southern Mato Grosso do Sul: Ivinhema, Batayporã and Glória de Dourados. By means of qualitative research in the case study modality, we tried to understand the influences to choosing onto School and Educational Psychology, professional qualification processes for acting in this field, as well as the challenges faced in their paths for the promotion of inclusion school systems they work with. The results suggest an inexpressive presence of school psychologists working in the region. Besides that, professionals acting in this area have been facing difficulties into planning and implementing inclusive educational practices construction, despite their knowledge about inclusion.*

**KEYWORDS:** *Inclusive education. Psychology. Formation.*

## Introduction

Inclusive policies today regard people as having unique individualities. When considering individuals in their uniqueness, their perceptions, worldviews, and their different ways of communicating with others are taken into account. From this perspective, people are no longer viewed in isolation and are now recognized as historical and social subjects that present socially produced ways of being. Thus, considering the complexity that results from this look, especially for Education, we inquire about how Psychology acts in this field. We ask ourselves about the educational processes provided to psychologists for the professional practice in the educational field, especially when the promotion and implementation of inclusive practices in public education systems is on the horizon.

We observe that historically the school has been presented as a space based on ideas that aim at homogenization and hierarchization of institutional practices that are not open to differences and diversities in contrast to contemporary policies of inclusive education. And it is precisely in the context of this counterpoint, where conflicts and antagonistic interests emerge, that the formation and professional praxis of psychologists have been delineating. Hence the justification for questioning how the performance of the School Psychology professional has been constituted? What are the challenges faced by professionals at school? What view presented by the subjects who are implicated in the institution about School Psychology? How can School Psychology help in promoting inclusive practices? And finally,

what strategies need to be adopted in the initial training processes of psychologists in order for these professionals to be able to take responsibility for promoting school inclusion and to achieve success in the interventions they carry out for this purpose?

Faced with this scenario, in order to reflect on the way in which these questions have permeated the production of the field of School Psychology in the state of Mato Grosso do Sul, we address the prefectures of the seven municipalities that constitute the southern region of this state. And in search of locating the professionals of School Psychology acting in these locations we consulted the sectors responsible for the human resources of these administrative sessions. This procedure allowed us to verify that together these municipalities admit about twenty psychologists in their functional staff.

However, this mapping showed that among the twenty psychologists institutionally linked to the municipalities of the southern region of Mato Grosso do Sul, seventeen have their performance performed in Specialized Reference Centers of Social Assistance (CREAS, Portuguese initials), Reference Centers of Social Assistance (CRAS, Portuguese initials), and in primary health care units (SUS, Portuguese initials). Only three of the municipalities consulted during the study period (2017 and 2018) filled psychology professionals directly in their municipal education systems: Ivinhema, Batayporã and Glória de Dourados.

The reflections presented here result from the study that was developed from the dialogue with two of the school psychologists located by this mapping. Therefore, from here we will present the analyzes we have made about the tradition of the initial psychologist training courses in our country, emphasizing the limits and the contributions offered to the qualification of psychologists for the school and educational area. We will discuss the current technical references that guide the work of psychologists in Basic Education, while focusing on the place of education and school inclusion in the initial processes of training of psychologists. These considerations constitute the lens with which we observe and signify the shared experiences of the passage from the initial formative process to the objective praxis of the participating research psychologists related to the production and implementation of inclusive practices in their education systems.

### **The formation of school psychologists in Brazil: from the pathologization of the individual to inclusive educational practices**

As we have emphasized since previous works, Psychology is effectively structured as a science and profession in our country based on its relationship with educational research

institutes and laboratories. Although it is a newly recognized profession whose regulation and minimum curriculum for its undergraduate degrees were conquered in law only in the early 1960s, psychological knowledge had influenced research in education long before. According to Antunes (2008), Patto (2004) and Oliveira-Menegotto (2015), historically, Educational Psychology was inserted in the Brazilian context of the first republic when the sciences and politics were significantly marked by a hygienist bias, committed with a desire for inscribing the nation in a development scenario inspired by the mid-nineteenth and early twentieth-century European and American models.

The political and cultural ideas of the time believed that the separation between individuals more and less able to learning processes could favor the development and implementation of pedagogical models better able to meet the interests of the economy, which was beginning to organize under the aegis of emerging capitalism. Thus, as Oliveira-Menegotto (2015) points out, the first contacts we had between psychology and the school prioritized the development of techniques and resources aimed at achieving these goals. The ethics of standardization and universalization were taken as the starting point for conducting studies and outlining their practices. Differences and singularities were most often read as deviations from normality and consequently interpreted under binary paradigms that focused observations by polarizing relations into counterpoints such as health-disease, normal-abnormal, moral-immoral.

The resulting interventions were aimed at optimizing investments, directing the fittest into training schools for the performance of professions considered to be of noble social status, while the least fit would be geared towards vocational training schools for operational and related functions. Regarding the singularities, the interventions were, as a rule, directed at correcting the deviations with a view to promoting the return of development to the standard axis. Thus, according to Patto (2004), Viegas (2015) and Kassir (2016), some psychological theories about development and learning born in that context contributed to the legitimation, or even to the dissemination, of prejudices that transformed characteristics linked to class, gender and race as justifications for converting differences into inequalities with social, cultural and economic impacts.

However, since the 1980s many studies have been conducted. The effects of the conceptions generated there, especially their implications for the organization of schools and pedagogical practices were widely investigated by leading theorists of the country. Among the observed effects, one of the most significant was pointed out by Patto (1984) and concerns the use of arguments that used biological and/or social determinisms to justify school failure. Thus,

they exempt school institutions from the responsibility of reflecting on their functioning and purposes, and contributed to the permanence and expansion of the processes of school and social exclusion.

This critique revolutionized the universe of school psychology in Brazil and mobilized our scientific community throughout the 1990s and the first decade of the 2000s to promote studies that highlight human development and learning as complex and multifactorially constituted relational processes. In the same way, it influenced the reformulation of the curricular matrices of psychology courses for the formation of psychologists capable not only to understand the development from a broad perspective, but, above all, capable of promoting interventions in different dimensions, sectors and practices of schools aiming promoting social equity by including and improving the quality of teaching-learning relationships.

The school of basic education has also changed a lot over this period: the democratization of access and strategies for the permanence of all students in school have become the target of the main educational policies. What, according to Mantoan (2003), required a significant effort to transform schools and pedagogical practices to achieve these goals efficiently. In this sense, we highlight the importance of the reflections conducted by Souza (2010) and Asbahr (2014), among others, which ruled that the performance of psychologists in this emerging school would require psychology professionals to develop technical skills and competences beyond the use tests for classificatory purposes, referral of students with disabilities to specialized segregating services and/or individual psychopedagogical interventions with clinical bias to the medical model.

The school thought from an inclusive perspective began to demand new postures and knowledge from psychologists. Instruments ranging from understanding the laws - since public policies provide the support for circumstances that are experienced in schools - to the daily experience of learning relationships and organization of the school environment. According to Oliveira & Dias (2016), the inclusive school demands from psychologists the understanding that educational relationships are marked by transitions that redirect our eyes and produce new meanings. Because of this, the area of School Psychology needs to divest itself of the categorizing look that founded the first steps of this field, to dedicate itself to the vision that favors the development of the potentialities of all people.

These evaluations had repercussions on the regulation of the profession of psychologists, which resulted in 2013 in the promulgation by the Federal Council of Psychology of Technical References for the performance of Psychologists in Basic Education. As a result, undergraduate Psychology courses have been committed to training School Psychology

professionals with a new profile. Professionals qualified to promote, with the participation of the whole school community, the discussion about gaps and conflicts experienced at school that affect learning. Empowered in the design of strategies facing the daily challenges that involve from the analysis of the pedagogical political project that directs the steps of the school, through the reflection of learning processes without disconnecting them from the social, cultural and historical conditions in which they are engendered, reaching until the performance of mediations for the expression of the subjectivity of the students.

Undergraduate courses, therefore, are currently responsible for training psychologists who are able to engage in dialogue with the community, to work with teachers, to promote the continuing education of teachers and other school professionals and to work with students as a group, with a view to building spaces of emancipation and promoting the family-school relationship. In this study we proposed to know the professional trajectories of psychologists working in the school area, institutionally linked to the education departments of municipalities in the southern region of Mato Grosso do Sul, aiming to know how his gave the passage of the universe of theoretical constructions - quite present in the processes of initial formation - to the praxis themselves in the world of work.

### **School Psychologists of the Southern Region of Mato Grosso do Sul: from higher education to the world of work**

As we said, in this research we focus on School Psychologists from municipalities in the southern region of Mato Grosso do Sul: Ivinhema, Gloria de Dourados and Batayporã. We seek to understand the vision of these professionals in relation to Inclusive Education. To this end, we proposed to know their conceptions and practices in relation to the School Institution and Special Education from the perspective of Inclusive Education, as well as to know how they evaluate the effect of their interventions on the construction process of this new educational model. Thus, this study was elaborated from the perspective of the qualitative approach, through the case study methodology, which involves observations, semi-structured interviews, document analysis, among others. It is a qualitative research, because we use a model that wants to explain the situations analyzed.

The case study methodology, as suggested by Rosa (2013) is an analytical generalization, as it proposes a model that is susceptible to analysis and can also be extended to other cases. According to André (1984), the case study also favors the dissemination of different points of view and aims to present the reality researched in full (ANDRÉ, 1984, apud

ROSA, 2013 p. 72). For this, we defined that initially the case, specifically in this work, is restricted to the analysis of the performance of School Psychologists and stands out for being exploratory, since initially we performed a mapping of professionals who work in specific regions of Mato Grosso do Sul and, subsequently, we seek to know the reality of the acting professionals. It should be noted that we were inspired by Flores-Mendoza's (1997) research for the elaboration of the interview script, as she conducted an exploratory study in Mato Grosso do Sul, in order to understand how these professionals act in relation to populations with disabilities.

As Rosa (2013) suggests, after analyzing the collected material, we seek to perform, in this paper, an enunciation analysis. This category of analysis stands out for not placing the discourse as something finished, on the contrary, such a process is perceived as dynamic and fluid. Thus, we also try to analyze the contradictions and incongruities presented in the speeches; we organized the collected material; we relate the speeches that are common and those that emerge separately; we analyze the regularity with which some themes appeared in the discourse; look for the ruptures with which the speech was delineated, considering, for example, the alternations and the need to return to certain subjects.

Almeida (2014) suggests that it is of utmost importance that the researcher bases his study through a critical eye, so that he is aware of possible incongruities that may permeate the study. As the author suggests, this process is built from “a challenge to the movement of thought that allows the overcoming of immediate reality to be constructed, in a reflexive, non-mechanical movement that allows the expression of knowledge, always provisional, grasped of reality” (ALMEIDA, 2014, p. 68).

Through the interview with the school psychologists, we observed that both realized the need for more information, work and reading indications during the initial formation. To solve these doubts, they sought specializations and dialogues with professionals who have worked and/or work in the area.

My background in Psychology at the time was school psychology, even the issue of special education was very poor, it was recent. [...] We did not have an internship at APAE at the time, but we received the students. So when we were interested in this service, the teachers actually discouraged us, “oh, you will not have so much experience, because these students are very weak, they

are absent [...] then you will be missing class." So, we came out totally raw, right? Not knowing anything (verbal information<sup>3</sup>).<sup>4</sup>

As the interviewed professionals pointed out, during the initial training, the course offered little support for the performance in the educational area. Because of this, it is relevant to point out the need for initial training courses to include subjects that cover the relationship of psychology and education and that also instigate the student to know the school reality. As previously stated, acting from an inclusive perspective demands a new positioning of this professional, and it is known that the practice is also based on the theoretical framework that the psychologist has to handle the situations experienced at school.

The interviewed Psychologists pointed out that they did not choose to work in the area of School Psychology after graduation. Interviewee B emphasized, "Then I thought, hey, I don't like this area, that's not what I want for myself. By the time I had just graduated, I worked in a fridge (slaughter house) for two years". Through the points they made during the interview, the non-choice for the area comes from the lack of materials and contents that could disclose the psychology in the educational field, and the lack of incentive to act in this area.

In addition, among the challenges of practice most emphasized by both professionals, refers to the school's request for the School Psychologist to act according to the clinical perspective.

They [the teachers] say: "I can't stay with this boy in the room, the boy is rude, I don't know what: he goes to the psychologist. The psychologist has to solve it". One day I said: "Boy, I'm the psychologist, [...] I can't do magic, my dream, I swear to God, if I had a wand I would say 'tim', the kid is great, but I don't I have, I'm not, I'm not doing this kind of work here yet [...]". I make it clear: I'll take it, but it's a job that takes a long time in the clinic, that the family accompanies, that the father goes, that the mother goes, go there, they pay a significant amount for that, take every session, sometimes I take three years and this [because] I'm behavioral (verbal information<sup>5</sup>).<sup>6</sup>

<sup>3</sup> A minha formação em Psicologia na época, era psicologia escolar, a questão até mesmo da educação especial era muito pobre, era recente. [...] A gente não tinha na época estágio dentro da APAE, mas recebia os alunos. Daí quando a gente se interessava por esse atendimento, os professores na verdade desmotivavam a gente, "ah, você não vai ter tanta experiência, por que esses alunos são muito fragezinhos, eles são faltosos [...] daí você vai ficar perdendo aula de estágio." Então assim, a gente saiu totalmente cru, né? Sem saber nada (informação verbal)

<sup>4</sup>Entrevistada A (entrevista concedida em 10 de outubro de 2018).

<sup>5</sup>Entrevistada B (entrevista concedida em 10 de outubro de 2018).

<sup>6</sup> Eles [os professores] falam assim: "Eu não consigo ficar com esse menino na sala, o menino é mal-educado, sei lá o que: vai pra psicóloga. A psicóloga tem que resolver". Um dia eu falei: "Moço, eu sou a psicóloga, [...] não consigo fazer magia, meu sonho, juro por Deus, se eu tivesse uma varinha eu falava assim 'tim', o moleque tá ótimo, mas eu não tenho, eu não sou, eu não tô fazendo este tipo de trabalho aqui ainda [...]". Eu deixo claro: eu vou levar, mas é um trabalho que demora muito na clínica, que a família acompanha, que o pai acompanha, que a mãe acompanha, vão lá, eles pagam um valor significativo pra aquilo, levam toda sessão, às vezes eu demoro três anos e isso [por]que sou comportamental (informação verbal).

We observed, then, that there is some conflict regarding the area of expertise of this professional, which is often requested by the institution in order to solve all problems that plague the school community. However, such difficulties pervade school walls, especially when we consider that school is also an extension of society. It is also evident in this report an effort by the professional to emphasize that the performance of the psychologist in school is distinct from the clinical area. However, as we have the greater dissemination of the clinical field, also built historically by the work done in the field of Psychology already highlighted in the body of this work by Antunes (2008), we observe a charge for the professional to act in this way.

Moreover, as pointed out by Oliveira-Menegotto (2015), historically it was up to psychology to meet the demands requested by the school, aiming to "fix" and "discipline" students. Thus, "the school demanded to cure the problem student and return him or her healthy" (OLIVEIRA-MENEGOTTO, 2015. p. 379). The school difficulties are not restricted to the student's behavior; on the contrary, they extend to the historical, cultural, political and economic construction of the country. Still regarding the challenges experienced by professionals, it should be noted that among the proposals presented for overcoming the vision of clinical practice in school, psychologists suggest that group monitoring of parents, children and teachers be carried out, so that conflicts are shared and worked out together; the dissemination of the possibilities of acting in the field of school psychology and the relevance of the co-participation of professionals of the Specialized Educational Attendance (AEE, Portuguese initials) through dialogues, materials and interventions.

The School Psychologists stated that they always try to dialogue with the professionals about the school regiment and the pedagogical political project, besides other legislations like the LDB (Law guidelines and bases of national education) and the ECA (Child and Adolescent Statute). They consider this function necessary in the performance of the Psychologist in the municipal networks, as the disclosures of such laws help to guarantee rights for family members, children and teachers.

So, today I've already achieved a lot here, I'm heard, people come to ask me questions, people ask - see this here from MEC (Ministry of Education) -, come consult. [...] We set up a while ago, the rules the rules, the student regiment included, the school regiment too (verbal information<sup>7</sup>).<sup>8</sup>

<sup>7</sup>Entrevistada B (entrevista concedida em 10 de outubro de 2018).

<sup>8</sup> Assim, hoje eu já conquistei muito aqui, eu sou ouvida, as pessoas vem tirar dúvida comigo, as pessoas pedem - vê isso aqui do MEC-, vem consultar. [...] Nós montamos um tempo atrás, as normas as regras, o regimento do aluno incluso, o regimento escolar também (informação verbal).

We note, through this report, that it is crucial to promote reflection on the projects that guide school practices and contribute to the reflection of the importance of these projects. These reflections confirm the suggestions made by the authors Asbahr (2014) and Souza (2010), when they emphasize the need for School Psychology professionals to follow and know the public policies and laws that underlie the school practices.

In addition, the School Psychologist can also legitimize an action focused on interdisciplinarity, fostering the cooperation of the entire team in actions performed at the institution. It is also necessary, as highlighted in the body of this paper in Technical References for Psychologists in Basic Education (2013), that the professional has access to the number of students who are part of the school, teachers, classes, meetings that were carried out and are being planned by professionals working in the network and the data related to the location of the school and the city where it is inserted. Such information will be important to guide the elaboration of action plans and interventions that may benefit the school community and its professionals.

In this sense, we also highlight that the school psychologist has the role of encouraging the movement of professionals in school, because it is necessary that the whole team be involved in the search for other ways. Then, the professional can, in this space, promote inquiries and find gaps in the speeches, because through this means it is possible to build the movement of new things together with the professionals.

It is also very important to highlight the relationship of psychology and inclusion. Interviewee “A” stated that “Inclusion, for me, is the school wanting to change and not wanting the student to come and adapt. Inclusion is me getting my space and embracing the differences of the other”. Inclusion, therefore, suggests a reworking of the education system, since instead of “adapting” children to institutions, such practice seeks to alter crystallized views present, proposing new things and considering, above all, social inclusion through a critical and emancipating bias. Acting in the field of school psychology is fundamental for promoting reflection on prejudices that are rooted in school, as well as promoting the construction of opportunities for children with disabilities to overcome the limits placed and feel belonging and authoring transformations in the context in which they live.

It is noteworthy that the interviewee “B” also stated that from the interventions, dialogues and projects elaborated in the school, she can have a closer relationship with the teachers, psychopedagogue and the professional of the specialized educational attendance (AEE). According to this psychologist, this proximity with the other school professionals

allowed a greater dialogue also with children and parents, thus strengthening the bonds between school and community.

Today I can say that I leave here extremely tired, because today, well, when you enter a place and you are new right, the professional is new there, he has to find out, he has to understand [...], today, I can say that my work has yes, result, has resulted because I realize so, many teachers looking for me to ask a question to go after, I walk a lot in school, I try to go after, give suggestions, I try, I enter the classroom, I attend class, I try, yes, it is not enough, [...] I make observations in class, if I need to help the teacher to set up class planning, something in agreement, I help (verbal information<sup>9</sup>).<sup>10</sup>

After the points made by the interviewed professionals, we observed that, despite the mishaps experienced in practice, they built a larger space for dialogue with the team and family members. It is evident that there are many challenges in the school, but the presence of the School Psychologist is crucial in the network, because it can bring concerns and discursive notes, in addition to building new activities with other professionals; assist in the elaboration and flexibility of the school regiment; promote the elaboration of projects that will help the school community; build dialogue and approach in the family-school interrelationship.

Finally, we emphasize the importance that in the initial formation the students of psychology can experience the school routines, so marked by inconstancy and challenges, but full of experiences and singularities. We also stress the need for incentives through continuing education to support professionals who are already circumscribed in the school environment. The relevance of psychology in the educational field becomes noticeable, so that these professionals can contribute to the promotion of more democratic spaces and open to differences.

### **Final considerations**

We seek, through this work, to disclose the work of school psychology professionals from the south of Mato Grosso do Sul and expose their doubts, contradictions and challenges faced. We believe that relationships will always be overcome by challenges and that they are part of the performance of professionals who are in such a complex field as education. We also

<sup>9</sup>Entrevistada B (entrevista concedida em 10 de outubro de 2018).

<sup>10</sup> Hoje eu posso dizer que eu saio daqui extremamente cansada, porque hoje, bom, quando você entra num lugar e você é novo né, o profissional é novo ali, ele tem que se descobrir, ele tem que entender [...], hoje, eu posso dizer que o meu trabalho tem sim, resultado, tem resultado por que eu percebo assim, muitos professores me procurando para tirar uma dúvida pra ir atrás, eu ando bastante na escola, tento ir atrás, dar sugestões, eu tento, eu entro em sala de aula, eu assisto aula, eu tento, sim, não é suficiente, [...] faço observações em sala, se precisar ajudar o professor a montar planejamento de aula, alguma coisa de acordo, eu ajudo (informação verbal).

consider that through education and the inclusion of all people, we will achieve a more democratic and diverse society.

Faced with the difficulties encountered in the implementation of inclusive practices, it is worth reflecting on the formation of Psychologists and also on their performance in institutions, especially if we consider that Psychology had in its core the elaboration of potentially elitist practices that sometimes helped maintain the *status quo*.

Through the interviews, we observed that acting in the area of School Psychology proves to be a challenge for professionals, as they find some difficulties in the implementation of inclusive practices. These obstacles range from the difficulty of compression of the school community on the actual performance of these professionals to the execution of planning and projects, considering that constantly the professional of Psychology is seen as one who will have magical resolutions to the problems encountered in the institution. Professionals highlight the need for continuing education for teachers and greater dialogues with the school community, since family participation in the school occurs very little.

We emphasize the importance that the initial formation of Psychologists presents in their grid of disciplines the study of public policies and laws that guide the educational processes. Moreover, the role of the professional in school is fundamental for promoting, together with the school community, inclusive and democratic spaces that enable the experience of full citizenship.

Another necessary note refers to the dissemination of reports, the search for medical assistance answers by the school community and, sometimes, by the School Psychologists themselves for the challenges found in the school. However, the main function of School Psychology, as exposed in the study, is to foster dialogue and the construction of new knowledge with other professionals of educational institutions in an interdisciplinary manner.

As explained above, we know that there are many works, both prepared by the Federal Council of Psychology, and by professionals in different universities in Brazil, questioning this history and producing materials that consider the inclusive perspective as fundamental for the reduction of social inequalities. For this, it is necessary to respect the uniqueness of the individual and his way of being in the world, as well as to offer learning and mediation experiences through the use of various techniques and empowering instruments.

We also found that from the intervention that was carried out through projects and dialogues with the school community, the psychologists were able to bring the community to school life. This confirms our earlier remarks about the relevance of this/and professional within

schools. In addition, despite the challenges faced throughout their professional career, the interviewees were attentive to legislation, field updates and continuing education.

From what was highlighted in this study, it is understood that the theoretical deepening and contact with the school day-to-day during the undergraduate course in Psychology is of utmost relevance to the professionals working in the school. When professionals work in the field of school psychology with this background, their practices may be more ethical and humanized.

Therefore, it is necessary that the education professional has, as Asbahr (2014) tells us, a “relational look” at the relationships established in the institutional spheres. Moreover, it is noteworthy that National Policies have fostered the inclusion of inclusive programs that can respect the differences of each individual. Inclusion, therefore, implies the change of crystallized views, bringing about the transformation of relations, thus promoting the construction of a fairer, democratic and egalitarian society.

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