

**INTERVIEW WITH THE PROFESSOR ROSELI FERNANDES LINS CALDAS, PHD – PRESIDENT  
OF THE BRAZILIAN ASSOCIATION OF SCHOOL AND EDUCATIONAL PSYCHOLOGY**

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**ABSTRACT**

Professor Roseli Fernandes Lins Caldas, PhD. works in the area of School and Educational Psychology, in the field of education and processes of teaching learning, focusing on studies about students who they are in a situation of learning difficulties. Breaking up with perspective of the medicalization of this phenomenon, her works are inspired in the historical-cultural perspective, advancing in the reflections about activities that aim to contribute to the learning of this students' group. Her recent searches are directed to the migration and refugee context, highlighting the need for build pedagogical proposals that enable the development of schooling process for those who find themselves in this situation. She is the author of publications and advisor for internships and research and Coordinator of the University Extension Dean's Program in the Presbyterian University Mackenzie. She is currently President of the Association Brazilian School of School and Educational Psychology (ABRAPEE), in the 2020-2022 biennium. Her contribution synthesis is recorded in this interview performed by Alexandra Ayach Anache, Previous President of ABRAPEE (2018-2020 biennium).

**Keywords:** school psychology; inclusion; school failure; medicalization

**Entrevista con la Profa. Dra. Roseli Fernandes Lins Caldas – Presidente de la  
Asociación Brasileña de Psicología Escolar y Educacional**

**RESUMEN**

La Profesora Dra. Roseli Fernandes Lins Caldas actúa en el área de Psicología Escolar y Educacional, en el campo de la educación y procesos de enseñanza aprendizaje, con enfoque en los estudios sobre los/as estudiantes que se encuentran en situación de dificultades de aprendizajes. Rompiendo con la perspectiva de la medicalización de este fenómeno, sus estudios se inspiran en la perspectiva histórico-cultural, avanzando en las reflexiones sobre actividades que visan contribuir para el aprendizaje de este grupo de alumnos/. Sus investigaciones recientes están direccionadas al contexto migratorio y de refugio, poniendo en relieve la necesidad de construir propuestas pedagógicas que posibiliten el desarrollo del proceso de escolarización de aquellos/as que se encuentran en esta situación. Es autora de publicaciones y orientadora de pasantías e investigaciones y coordinadora del Programa de la Protectoría de Extensión de la Universidad Presbiteriana Mackenzie. Actualmente, es la Presidente de la Asociación Brasileña de Psicología Escolar y Educacional (ABRAPEE), en el bienio 2020 - 2022. La síntesis de su contribución está registrada en esta entrevista realizada por Alexandra Ayach Anache, Presidente Anterior de la ABRAPEE (bienio 2018 - 2020).

Palabras clave: psicología escolar; inclusión; fracaso escolar; medicalización

**Entrevista com a Profa. Dra. Roseli Fernandes Lins Caldas – Presidente da  
Associação Brasileira de Psicologia Escolar e Educacional**

**RESUMO**

A Professora Dra. Roseli Fernandes Lins Caldas atua na área de Psicologia Escolar e Educacional, no campo da educação e processos de ensino aprendizagem, com foco nos estudos sobre os estudantes que estão em situação de dificuldades de aprendizagens. Rompendo com perspectiva da medicalização deste fenômeno, os seus trabalhos se inspiram na perspectiva histórico-cultural, avançando nas reflexões sobre atividades que visam contribuir para a aprendizagem deste grupo de alunos(as). As suas pesquisas recentes estão direccionadas para o contexto migratório e de refúgio, colocando em relevo a necessidade de construir propostas pedagógicas que possibilitem o desenvolvimento do processo de escolarização daqueles que se encontram nesta situação. É autora de publicações e orientadora estágios e pesquisas e coordenadora do Programa da Pró-reitoria de Extensão · Universidade Presbiteriana Mackenzie. Atualmente, ela é Presidente da ABRAPEE - Associação Brasileira de Psicologia Escolar e Educacional, no biênio 2020 - 2022. A síntese de sua contribuição está registrada nesta entrevista realizada por Alexandra Ayach Anache.

**Palavras-chave:** psicologia escolar; inclusão; fracasso escolar; medicalização

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**Alexandra - Roseli, it's a pleasure to interview you. We know about your trajectory in the field of Psychology and School and Educational Psychology. Could you tell the story of this academic journey?**

**Roseli** - I've always wanted to be a teacher, I studied teaching, taught in Kindergarten and during a specialization course in Kindergarten, focusing on Maria Montessori's methodology, I was enchanted with the subject of Educational and Developmental Psychology. So I decided to study Psychology. In my education, I highlight some authors such as Dewey and, later, Paulo Freire, whom I had the privilege of knowing personally, after having read his books, in the 1970s, during the military dictatorship. I had a professor at the university who took Freire's books without the cover so that we could study clandestinely.

Since the beginning of her graduation, she was interested in the interlocution between Psychology and education. The choice of internship in this area, supervised by Professor Sergio Leite, confirmed that School Psychology would be my path. Even though it wasn't at school, my professional activities were always focused on education. I worked at an adoption agency, linked to the juvenile court, at a daycare center for an NGO, carrying out activities with the children's caregivers and then at a teaching clinic for children with specific educational needs. In the 1990s I worked as a school psychologist at a large private school for almost ten years, a rich experience that was very challenging and rewarding. I obtained the title of specialist in School Psychology, awarded by the Regional Council of Psychology of São Paulo and decided to do a Masters in Education and History of Art and Culture, at Presbyterian University Mackenzie (2000) whose dissertation had as the theme "Disenchantment with learning in school" (Caldas, 2000) under the guidance of Prof. Maria Martha Hübner, PhD. Its objective was to investigate with students and teachers from different grades of elementary school to try to understand what enchanted and what led to their disenchantment with learning at school. Teacher-student relationship, the meaning of learning, really significant themes, motivation and interests were some of the elements found in the research.

The teaching activity at the university led me to seek more knowledge and professional improvement. Then came the PhD process in Psychology by the Department of School Psychology and Human Development at the University of São Paulo (2010) with the thesis entitled "School recovery: official discourse and educational daily life, a study based on school psychology" (Caldas, 2010) supervised by Professor Marilene Proença Rebello de Souza, PhD. I developed my ethnographic research addressing the implications for both teachers and children destined for recovery classes, under

the foundation of Historical-Cultural Psychology, in particular looking at the conceptions of Vigotski (2016), elements for understanding and analyzing the observed phenomena in these classes, called recovery, but which were much more excluding and stigmatizing spaces. Also of great value to my continuing education has been the contribution of productions developed at the Department of School Psychology at USP, especially by the Interinstitutional Laboratory for Studies and Research in School Psychology (LIEPPE).

My story with ABRAPE began in 1994, when I participated in the 2nd CONPE, followed by the other thirteen, who have added a lot of knowledge and affective experiences to my profession and my life.

Teaching disciplines in the area, supervising internships and for nearly 30 years seeking to contribute to the training of numerous psychologists and psychologists, I am fully sure of the great contributions of ABRAPEE and it is a great honor to exercise the presidency in this administration.

**Alexandra - You have addressed the topic of Inclusion of Migrants in your most recent research. How did you approach this theme?**

**Roseli** - Supervising internships in School Psychology, we started to come across schools located in some neighborhoods of the city of São Paulo with a large contingent of migrant students. Issues related to teaching and learning processes have been profoundly affected by the challenges faced by managers, teachers and students, both Brazilians and migrants. Some schools carry out good reception and support projects for migrants, others still seek ways for the educational inclusion of these students to take effect. Thus, in addition to the work of interns in this regard, in some specific schools, we decided to carry out research that would allow the collection of information about how the inclusion of migrant students has been taking place, with the aim of analyzing the relationships of teaching-learning and how schools have valued and appropriated the cultural wealth to establish the exchange of experiences between natives and immigrants. The result of an initial research, some others have been carried out under my guidance, focused on this theme.

**Alexandra - Could you make an analysis about inclusion policies, considering migrant and refugee students?**

**Roseli** - Both migrants and refugees and refugees have their rights guaranteed by international human rights laws, which presuppose the right to a decent life for each and every person. There are some institutions that ensure the right to have a refuge and protected freedom. The right to health, education, employment, food, security and culture are included, as do individuals from the welcoming country, once the foreign person and their family become part of the community.

In Brazilian territory, the laws promoted by the United Nations High Commissioner for Refugees - UNHCR (2016) and by the National Refugee Committee - CONARE are adopted, a national institution chaired by the Ministry of Justice and Public Security and composed of representatives of the Ministries of Work, Health, Education, Federal Police.

An analysis by UNHCR, taking into account the daily routine of inclusion of expatriates, reports that the majority of migrant groups are made up of families with many sons and daughters. These children are the most affected because they are often forced to work together with their parents to survive, they lose their rights to access school, sport, leisure, activities essential for their development and socialization with other children.

Brazil is seen as a receptive country, in which people at risk create expectations for the reconstruction of their lives. According to CONARE data, there has been a significant increase in the total number of recognized refugees in the country. We were the first country in Latin America to draft a national law aimed at refugees: Federal Law 9474, (Brasil, 1997), which recognizes as a refugee any individual who:

due to well-founded fears of persecution for reasons of race, religion, nationality, social group or political opinion, is outside his/her country of nationality and is unable or unwilling to seek protection in that country; due to serious and widespread violations of human rights, he/she is forced to leave his/her country of nationality to seek refuge in another country.

Based on this law, the Ministry of Labor and Employment eliminated the use of the term "refugee" and started to simply adopt "foreigners", an important initiative in the fight against discrimination and exploitation.

It is worth pointing out here a distinction between immigrants and refugees, taking into account the causes of migration. Immigrants, in general, opt and choose another place to settle, often in search of better living conditions, or new economic, social or cultural possibilities. Refugees, in turn, have as their only option to flee their countries of origin to save their lives and those of their families. However, this difference has not been considered in my research, as schools do not always have information about these legal processes, considering that in Brazil all children have the right to education, regardless of their family members being regularized in the country.

In 1997, Brazil became a member of the International Organization for Migration, a council with headquarters located in Geneva, since 1951 and which puts into practice legislation based on the promotion and guarantees of basic Human Rights to any citizen within the national territory, which do not promote actions harmful to the well-being of the nation.

According to UNHCR, the CNIg (National Immigration Council) approved, in March 2017, Normative Resolution nº. 126 (Brazil, 2017), which provides for the granting of temporary residence to immigrants from a border country, aiming to establish migration policies capable of guaranteeing full respect for the human rights of migrants and their full access to justice, education and health. In May 2017, the Migration Law - Law no. 13,445, which guarantees the migrant the same condition of equality as the natives, that is, the inviolability of the right to life, liberty, equality, security and property (Brasil, 2017).

According to data provided by UNHCR regarding the sphere of host country for refugees and immigrants, Brazil has a peculiar character, as it receives a significant contingent of people with different nationalities. It is estimated that there are around 80 different nationalities on Brazilian soil. This data demonstrates the need for special attention to cultural diversity for the planning and application of intervention measures and Public Policies for the integration of these people in the country, and in particular, of children and young people in Brazilian education (Martin, D., Goldberg, A. and Silveira, C., 2018).

In view of the multiplicity of cultural references in the country, reflection about the importance of schools, as environments committed to teaching and socializing all subjects, is essential. Data from the Global Monitoring Report on Education (UNESCO, 2019) indicate that language teaching and literacy are the main pillars for the inclusion of refugees and immigrants, of all ages.

Inclusion and accessibility are extremely important themes, already discussed and defended by Vygotski since the beginning of the 20th century. The relationships established at school can enhance learning and, as a consequence, generate the development of higher mental functions, as well as build new tools, signs and instruments to be mastered as transformative actions (Asbahr, 2014).

**Alexandra - What would be the contributions that School and Educational Psychology could bring to the phenomenon of migration?**

**Roseli** - The transit of people from their region of origin to other countries in search of refuge in the face of conflicting situations to which they were being exposed is one of the biggest challenges among today's social paradigms, given the complexity and multiple effects of the process installation and integration of migrants. Undoubtedly, the transformation of their subjectivity, identity and constitution as people calls Psychology to involvement.

It is noteworthy that the migrant child, given their unfavorable situation as a result of displacement, has a smaller repertoire; therefore, it needs assistance and mediation for its effective development. In this

way, the educator and the educator as mediators are significant elements when they are willing to find ways to relate to the migrant child, creating zones of proximal development, that is, providing opportunities for the improvement of their performance and potential capacities.

When it comes to School Psychology and Education, the presence and recognition of multiculturalism in societies entail the need for the topic to be worked effectively in the educational environment. The school is an institution that values respect for diversity and cultural plurality, and it is responsible for teaching children and young people to face differences as an element that adds to the formation of citizens and brings migrants closer to their new country of belonging, generating benefits to immigrants and Brazilians. Thus, inclusion, so widespread in education, should also be a goal with regard to refugee and/or migrant children and youth, since the National Curriculum Parameters-PCNs (Brasil, 1998) contemplate cultural plurality as cross-cutting theme to be worked on at school, considering that “education provides the first bases for the setting of the new place, in addition to a whole load of culture and customs, transmitted through teaching” (Azevedo & Amaral, 2018).

Therefore, the importance of guaranteeing rights to all students, including immigrants, becomes indisputable, which justifies the pressing need for studies in School Psychology on this topic. The solution to complex challenges such as those that global mobility has brought cannot be attributed solely to the school. The school is not a separate institution, isolated from society, but part of a very exclusive social logic. However, there is no way to deny the value of the school as a space for teaching about inclusion, as a place for coexistence with human diversity and multiplicity. Our researches have revealed flaws in the educational system, in public education policies that do not assume migrants and/or refugees, but also provide hope, in front of managers, teachers and students willing to contribute so that, in fact, foreign children and young people are valued in their specificities, bringing unparalleled richness to educational processes based on the exchange of experiences lived by students.

In this sense, we report to Freire: “I’m not hopeful out of pure stubbornness, but out of an existential and historical imperative” (Freire, 2011). School Psychology has a lot to contribute for us to have a fairer country and quality education for all, Brazilians and foreigners. It is necessary to look for ways to make inclusion more real at all levels. It is time to hope and work to achieve this ideal in education.

**Alexandra - Could you talk about the perspectives of School and Educational Psychology, after the approval of Law 13935/2019, which provides for the**

### **presence of Psychology and Social Work professionals in public Basic Education networks?**

**Roseli** - A struggle of almost 20 years resulted in this achievement. Now it’s Law! There is a lot to celebrate! A new stage is ahead of us with some challenges to be faced, I point out two of them here. First, the need for regulation of federal law in the various municipalities. We conquered a place in FUNDEB - in order to guarantee the funding of these professionals. However, it still takes a lot of effort for parliamentarians, education professionals and civil society to clearly understand what contributions Psychology and Social Work can bring to educational processes. The multi-professional work that must be carried out by many hands, based on different expertise and grounded in solid theories already built. Psychology, since its regulation as a profession in 1962, presents attributions of professionals in the field of Education. The Psychology and Educational Processes axis of the Curriculum Guidelines for Psychology Courses (2012) indicates that the training of professionals must ensure “competencies to diagnose needs, plan conditions and carry out procedures involving the education and teaching process. learning” (p. 4) Thus, the first challenge that I point out is the dissemination in order to provide an effective understanding of what the role of Psychology in Education should be. Several documents have been prepared by psychological entities in this regard, among which, we highlight: (a) Guidelines for the Regulation of the Law 13,935/2019 (Brazil, 2019); (b) Subsidy for the Regulation of the Law<sup>1</sup>, (c) Draft Project for the Regulation, (d) Technical References for the work of psychologists in Basic Education (2019), The widespread among these materials has been the task of Psychology entities and ABRAPPEE has had relevant participation in this process. As the second challenge, I point out the need for investment in the initial and continuing education of Psychology professionals. Historically, Psychology has been willing to collaborate with the segregation and discrimination of those who did not adapt to the educational systems. School psychologists were referred to students who did not fit in and should be “corrected”, as pointed out by Kupfer (2004). Patto’s (1984, 1999) works, which began in the 1980s, criticized the place hitherto occupied by Psychology in face of the failure of many children in the schooling processes. New directions (Machado & Souza, 2004) have been pointed out and the Brazilian School and Educational Psychology has built a theoretical foundation of excellence over the years, which us with the foundations for an action that contemplates the network of actors and policies that involve education and allow for a wide range of attribution possibilities

<sup>1</sup> [https://abrapee.files.wordpress.com/2020/09/anexo\\_0242141\\_subsidio\\_para\\_a\\_regulamentacao\\_da\\_lei\\_13.935\\_2019.pdf](https://abrapee.files.wordpress.com/2020/09/anexo_0242141_subsidio_para_a_regulamentacao_da_lei_13.935_2019.pdf)

for Psychology professionals in education. Here we mention some of them, described in the documents for regulation of Law 13,935: to contribute to ensuring the right of access, permanence and success of the student in school; listening to different voices (managers, educators, students, family members) in relation to school complaints; expand and strengthen family and community participation in projects offered by the education system; work on the promotion of educational inclusion, enabling the right to basic education for people with disabilities, pervasive developmental disorders, high abilities, youth and adults - EJA, people deprived of liberty, young people in socio-educational measures and so many others often deprived of educational processes; to promote the appreciation of the work of teacher(s) and professionals in the public basic education network; work in partnership and respect for educators; create intervention strategies related to situations of violence, drug abuse, teenage pregnancy, social vulnerability; promote actions to combat racism, sexism, homophobia, social, cultural and religious discrimination; develop actions and projects to fight prejudice and violence at school; stimulate student to be a protagonist; participate in the elaboration and monitoring of educational policies, among many other tasks.

However, we know that it is still necessary that both university education and the improvement in continuing education are crucial goals so that there are no setbacks compared to what has already been achieved by the area. In this sense, several initiatives have been taken as a contribution, in particular, some Regional Representations of ABRAPEE have proposed courses and training workshops aimed at improving professional qualification.

**Alexandra - Considering the impacts of the Pandemic resulting from SARS-Covid 19, the field of Education was affected with the institution of remote learning. What is your evaluation as President of ABRAPEE about the transformations that have taken place in academic relations?**

**Roseli** - The pandemic has opened wide inequalities in our country, in different areas, including Education. A large part of students from public schools did not have access to remote classes. In the School Psychology internships carried out during this period, there were many reports by managers and teachers about the anguish and impotence regarding the lack of resources of many students and educators. We are experiencing challenges and uncertainties at this time. We knew about a father who walked across town to pick up materials at school so that his son could do his homework. Remote teaching was more effective for students who already had good academic performance. In addition, the living conditions of millions of students presented barriers to

proposals that depended exclusively on their families, living spaces and *Internet* access, as more than 50% of households do not have access to a computer and more than 30% do not have access to the *Internet*.

In a country that champions inequality like Brazil, these challenges take on dramatic contours. With almost 53 million living with a per capita income of less than R\$500.00, the long - and necessary - period of social isolation with the consequent suspension of economic activity and the fragility of the social protection network, produced extremely serious effects for a significant portion of the population. In this context, the right to education was directly affected. Vigotski (2016) warned us about being careful not to give weak teaching to the weak, but to make efforts so that teaching actually enables learning and consequently generates development and produces human emancipation.

It is also necessary to consider the family experiences lived by students and educators. Illnesses, losses, grief, pain experienced. While I'm doing this interview, we have the news that more than 120 thousand Brazilian children were orphaned in this pandemic. It is likely that when the interview is published, it will be even more so. The suffering resulting from the pandemic cannot be ignored.

The school must be a space for empathy, compassion, solidarity, otherness, social commitment, cooperation and mutual support. Wallon (1968) points out the importance of affectivity in learning processes. Perhaps this is one of the historical moments already lived in which this will be more necessary than ever.

Teachers and students will need to be taken care of. Educators needed to deal with pressures, adapt to virtual tools and seek new ways to teach virtually. Without a doubt, this brought great physical and emotional strain.

Among the transformations in relationships, I think that one of the main lessons learned was strengthening the value of the school, the teacher and the social relationships established there. Learning takes place in interaction, mediated by the other, language and social context. For Vygotski, according to Davis (1989), "the individual experience expands, feeds and deepens thanks to the appropriation of social experience."

Acting on the consequences of the pandemic in Education will imply a long process of great seriousness and patience. It will be necessary to consider the two axes of action: losses in terms of learning and affective losses.

Finally, I think it will be essential to be cautious about medicalization, already so present in our society and in education, but with a great possibility of expanding in the post-pandemic period. Children have been confined and when moving around the school may be considered

hyperactive, those who are illiterate due to lack of access may be diagnosed with dyslexia, high school students who have dropped out of school to work and help support the family may be identified as disinterested or unmotivated.

Expertise in School and Educational Psychology will be of great value for us to take up the educational processes with vigor and move towards new educational practices that make sense, that generate affection and desire both for learning, by students, and for teaching, on the part of educators.

ABRAPEE certainly has a lot to contribute in this regard!

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