

## **SCHOOL PSYCHOLOGY: DIALOGUE BETWEEN TECHNICAL REFERENCES AND PRACTICE PUBLICATIONS**

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### **ABSTRACT**

In this article we discuss the dialogue between the “Technical References for the Performance of Psychologists in Basic Education”, a document published by the Federal Council of Psychology, and the publications of practices in School Psychology, considering the contributions of the scope to the educational processes that produce human development. This study aimed to carry out a systematic literature search between 2009 to 2019 in order to identify what psychologists’ practices have been in the school context and to establish a relationship with the Technical References. The method applied was Systematic Bibliographic Review, using the descriptors: School Psychology, School Psychologist’s Performance and School Psychologist’s Practice. The databases consulted were: SciELO, LILACS and CAPES. We conclude that there are important examples of practices carried out in the context of teaching and learning that can serve as a reference for various interventions and that are consistent with the Technical References.

**Keywords:** systematic bibliographic review; performance of the school psychologist; technical references

### **Psicología Escolar: interlocución entre las Referencias Técnicas y publicaciones de prácticas**

#### **RESUMEN**

Este artículo discurre sobre la interlocución entre las “Referencias Técnicas para la Actuación de Psicólogas(os) en la Educación Básica”, documento publicado por el Consejo Federal de Psicología, y las publicaciones sobre prácticas en Psicología Escolar, considerando los aportes de dicho campo a los procesos educativos que promueven desarrollo humano. El estudio tuvo como objetivo realizar una investigación bibliográfica sistemática en el periodo entre 2009 y 2019, para identificar cuáles han sido las prácticas de las(os) psicólogas(os) en el contexto escolar y establecer relación con las Referencias Técnicas. El método aplicado fue de Revisión Bibliográfica Sistemática, utilizándose de los descriptores: Psicología Escolar, Actuación del Psicólogo Escolar y Práctica del Psicólogo Escolar. Las bases de datos consultadas fueron: SciELO, LILACS y CAPES. Se concluye que hay ejemplos importantes de prácticas realizadas en el contexto de enseñanza y aprendizaje que pueden servir como referencia para distintas intervenciones, y que coinciden con las Referencias Técnicas.

**Palabras clave:** revisión bibliográfica sistemática; actuación de la(del) psicóloga(o) escolar; referencias técnicas

### **Psicologia Escolar: interlocução entre as Referências Técnicas e publicações de práticas**

#### **RESUMO**

Neste artigo discutiremos sobre a interlocução entre as “Referências Técnicas para a Atuação de Psicólogas(os) na Educação Básica”, documento publicado pelo Conselho Federal de Psicologia, e as publicações de práticas em Psicologia Escolar, considerando as contribuições da área aos processos educacionais que produzem desenvolvimento humano. Este estudo teve como objetivo realizar uma pesquisa bibliográfica sistemática no período de 2009 a 2019 visando identificar a correspondência entre as publicações de práticas de psicólogas(os) no contexto escolar e as propostas apontadas nas Referências Técnicas. O método aplicado foi de Revisão Bibliográfica Sistemática, utilizando-se dos descritores: Psicologia Escolar, Atuação do Psicólogo Escolar e Prática do Psicólogo Escolar. As bases de dados consultadas foram: SciELO, LILACS e CAPES. Concluímos que há exemplos importantes de práticas realizadas no contexto de ensino e aprendizagem que podem servir de referência para diversas intervenções e que se coadunam com as Referências Técnicas.

**Palavras-chave:** revisão bibliográfica sistemática; atuação em Psicologia Escolar; referências técnicas

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## INTRODUCTION

Our desire to study School and Education Psychology originated in a movement of reflection that places psychology in the position of contributor to human development at schools. This is based on the premise that education contributes to self-perception and perceiving others as a healthy way for development, learning, and social construction.

School and education psychology has gone through crises and faced challenges. Nowadays, it is a pillar of psychological knowledge. Thus, in this article, we are based on the “Technical References for The Practice of Psychologists in Basic Education”, or “Referências Técnicas para a Atuação de Psicólogos(os) na Educação Básica”, in order to realize a dialogue with the practice, activity, and intervention reports, by psychologists at the schools. The research is also based on the analysis of published articles, between the years 2009 and 2019 using the methodology of Systematic Bibliographic Review (Costa & Zoltowski, 2014).

It is convenient here to briefly elaborate on two theoretical conceptions that are present throughout the text: Cultural-Historical Psychology and Critical Psychology. Focused on the Vygotsky perspective, Cultural-Historical Psychology has its philosophical origin in Marxist thought, which understands reality as a dialectical movement according to which humans change themselves and the reality around them, and thus qualify their interactions in order to produce psychological development and the transformation of experiences by means of cultural artifacts (Gazzotti & Souza, 2019). Based on that notion, Vigotski (1999) describes education as transforming mediation between individuals and society. Thus, education takes affection, resilience, learning, meanings, and senses as central themes for human development. That way, humans are understood as psychosocial, and multi-determined. Relations must be mediated by activities and experiences that emancipate everyone (Meira & Facci, 2007). According to Antunes (2008), Cultural-Historical Psychology comprehends the process of articulation between teaching-learning and development, with foundations in human concreteness, and its study is based on totality, contradiction, mediation, and resilience categories in order to understand the psychological processes of individuals in their educational environments. Asbahr and Souza (2014) point at the fact that it consists of the dialectic between human activity and conscience that can be synthesized as the construction of the subjective expression of the senses.

Critical Psychology has the objective of situating us and leading us to the roots of knowledge in order to establish social and historical commitments.

Rather than a refusal, this is a possibility to discover amplitudes and interpret life by means of concepts, systems, methods, and contexts (Martins, 1977). The icon of critical perspective on school psychology is an author named Maria Helena de Souza Patto. In this author's opinion, Critical School Psychological implies a questioning regarding the naturalization of educational processes in order to understand that educational phenomena are constituted by social and political elements. Thus, a critical practice in School Psychology includes going down to the roots of phenomena that take place between school relations and the structure of the society in which this education is inserted (Patto, 1984, 1997).

## Historical Context

The union of psychology and education along history has been marked by demands for diagnosis, classification, selection, and correction of students who seem to fail to meet expectations. Such expectations produced a reductionist, individualizing psychology (Moura & Facci, 2016). Theories of childhood and adolescence development constituted the bases for such psychology, which did not consider then social, cultural, and historical aspects (Oliveira-Menegotto & Fontoura, 2015). To Patto (2002), school practices by psychologists need to contribute towards reflection, rather than technicism in the application of tests and the lack of criticism.

One cannot put the blame on school, or on psychology. The correction model of the individual was a hygienist practice at the time and brought along the reflections of our colonization, when Jesuit priests implemented an education system based on submission, adaptation, and discipline. Such responsibility has been already questioned and many practices are being fixed by good decision-making, social change, and the advancement of theories and criticisms, although the medicalizing model still determines, quite often, the practice of school psychology (Oliveira-Menegotto & Fontoura, 2015).

Antunes (2008) elucidates that psychology understands now that people are not born humanized. They are humanized by means of educational processes in their social-historical development. In this sense, school aims at universalizing access to culture, contributes to the promotion of social development, as well as to the construction of the subjectivity of its participants.

School psychology can contribute significantly to the processes of teaching and learning. However, we need to consider how this situation has materialized into practice. According to Moura and Facci (2016) in a study realized with psychologists that operate in High School, student failure is still understood as an

individual matter because 84% of the psychologists that work at universities conduct interventions only with students, 92% realized services that were similar to clinical assistance, and 53% consider that there is a lack of understanding of their respective roles by teachers, staff members, and students. The authors teach us that the practice of School Psychology is still consolidating itself and this produces a reflection on the professionals that, although they have already noticed that individualizing collective matters is not a suitable course of action, do not always apply this theoretical appropriation to their practices.

The document named “Technical References for The Practice of Psychologists in Basic Education” or “Referências Técnicas para Atuação de Psicólogas (os) na Educação Básica” (Federal Psychology Council, 2019), states that we still need to constantly elucidate, among the ones involved in the teaching-learning process, the work proposal for psychologists in this context. The document also reiterates the need to overcome individual assistance.

The choice for this document, as the basis for the analysis of reports on practices, is justified by the desire to present an epistemological, philosophical basis and guidance in “defense of a psychology that is committed to everyone’s right to education, with an educational system that promotes critical access to scientific knowledge and the permanence at school with quality, which leads to human emancipation.” (Federal Psychology Council [CFP], 2019, p. 20).

Produced at the “Center of Technical References in Psychology and Public Policies”, or “Centro de Referências Técnicas em Psicologia e Políticas Públicas” (CREPOP), created by the Federal Psychology Council - CFP – in order to promote technical, ethical, and political qualification of the category since 2006, this document is the elucidation of Basic Education, as a fundamental right. In other words, Basic Education must be critical, diverse, and protagonist in the fight for rights, and aligned with the Code of Professional Ethics in Psychology and the Universal Declaration of Human Rights.

The document had its first edition published in 2013, and reviewed with punctual adjustments in 2019, reaffirms its urgency in defense of an education as a human right that aims at the overcoming of individualizing and medicalizing analyses. The document also proposes an understanding of the learning process as the result of a complexity of relations, and the non-blaming of individuals, whether they are teachers, students, or parents. This document is a parameter for the development of practices and commitments that include the demands of society instead of excluding them (CFP, 2019).

The research that resulted in its elaboration was

realized in an online and on-site mode, locally and nationwide. At the first opportunity, approximately 302 voluntary professionals participated and the moment for writing the document was made up of a more restrict group of specialists who are recognized for their technical and scientific qualifications, indicated by the plenary of Regional Psychology Councils and Federal Plenary. The final versions also had contributions by a councilor from the CFP and another one from the CREPOP. The document aims at building a solid reference for practice in the area, and is based on Public Policies (CFP, 2019).

In the present article, we aim at elucidating the interlocution between the possibilities for practice by psychologists in basic education, axis 3 of Technical References, and reports on practices published in the period from 2009 to 2019. The shorter limit of time definition of the present study considered the Technical Notice published in 2009 by the Federal Psychology Council with “guidance on the attributions of psychology in the educational context”. The notice was based on the National Seminar of the Education Year realized in 2008. Such initiatives were important landmarks that certainly contributed to the elaboration of Technical References. It is important to explain that the document is of the CFP (2019) presents four axes<sup>1</sup>, but we will talk only about what has been mentioned as the central object of this analysis.

### **Axis 3: possibilities for practice by psychology in basic education**

It is fundamental to contribute to the quality of education at all levels by providing information on School Psychology, which is based on the understanding of the social-historical and subjective dimension of the teaching-learning process in order to amplify and strengthen democratic practices while taking into consideration everyone involved in the schooling process: teachers, students, parents, and community. Many other themes can be approached assertively as, for example: “behavior, affection relation, pleasure and suffering, behaviors, motivation, interests, learning, socialization, meanings, senses, and identifications that contribute to the appreciation of individuals involved in school relations” (CFP, 2019, p. 53).

One of the questions we need to ask regarding any intervention is: what is the social function of school? Social beings are not born knowing how to feel, act, or assess. The educational work consists of teaching, in a humanized way, the appropriation of social content. In order to make human beings develop in

<sup>1</sup> **Axis 1** Ethical-political dimension of psychology in elementary education; **Axis 2** Psychology and school; **Axis 3** Possibilities for practice by psychologists in elementary education; **Axis 4** Challenges in the practice of psychologists.

a guided, democratic way, which leads individuals to choose, among complexities and dichotomies, the transformation of conscience by means of an educational logic, the primordial function of school is to socialize contents, experiences, and instruments that are necessary to knowledge, independently of class, culture, or religion.

School Psychology Professionals must pay attention to educational proposals in order to intervene in a collective manner by identifying areas and possibilities for practice such as: the Pedagogical Political Project, Teaching and Learning Process, Formation of Educators, Inclusive Education, and interventions with groups of students.

When it comes to the Pedagogical Political Project (PPP), school psychologists can participate in their elaboration, assessment, and reformulation, by giving emphasis to psychological and subjective processes of school reality, and consequently, keeping a commitment to interdisciplinary work. However, psychology professionals need to get to know the reality of schools and adjacent areas around them in order to identify specific characteristics such as number of students, teachers, dropout rates, and pedagogical team, as well as the socio-economic profile of the community, history of the neighborhood, and general characteristics of the territory where the schools are located. On the processes of Teaching and Learning, school psychologists must exercise their profession while taking into consideration the social-historical conditions. Effective school psychology contemplates different relations in the schooling processes, such as family, friendship, regional social contexts, and institutional practices. It is fundamental to always rescue the social function of school and then provide society with the means to change reality, minimize exclusion, and promote the democratization of the teaching and learning process. When the synthesis of institutional dialectics becomes collective and democratic, there is maximum gain in potential for learning and learning becomes such an integral process that student failure ceases to be a problem.

Concerning the practices in the formation of teachers, school psychologists must establish a commitment to contribute, and be partners in the construction of knowledge for the comprehension of educational policies and practices with the objective to change relations. School psychologists have the possibility to contribute to interpersonal relations that permeate the educational process. This composition must be bound by practices that focus on humanization, while highlighting the subjectivity that goes with the process of teaching-learning and elucidates individuals as a totality.

The technical references of the work with inclusive

education raised the following questionings: How to assess the schooling process of people with disabilities that, historically, were assisted by special institutions with psychologists inserted in the clinical team responsible for the initial tests and diagnosis of their disabilities?

How can psychologists help in the process of educational inclusion and break away from excluding practices? How can psychologists provide guidance to teachers in the development of planned actions that promote the appropriation of academic knowledge and the cognitive development of students? How to face prejudice against people with disabilities? (CFP, 2019, p. 48).

One of the most challenging difficulties for critical intervention concerning inclusion and disabilities is that the theme, quite often, is approached superficially in academic formation. Superficiality leads to exclusion and to prejudice. Therefore, psychologists in the school context must work to promote profound collective reflections with everyone involved in the school context, that is, reflections based on the potentializing feeling of affiliation in students with disabilities. School psychologists can also critically explore themes such as diversity, the meaning of disability, and the overcoming of clinical intervention at school.

Working with groups of students is another important possibility for practice by school psychologists. Expressive results are found when psychologists work with whole groups of students. Different themes can be approached: adolescence, sexuality, appreciation of the school space, race, gender, prejudice, and actions that contribute to better life history. The basis of reflections and actions consists of the belief that school psychologists must collaborate with the socialization of knowledge constructed in their study field.

## METHOD

Our research chose a qualitative basis of bibliographical nature. It appreciates the importance of the search for reference and emphasized the analysis process. Its most prominent characteristics are flexibility, the analysis of the discourses in the research subject/text, respect to the details of reality, and a study on the social construction of the researched ones. In addition, it does not consider anything banal and promotes the importance of questioning everything that seems natural, or commonplace (Bogdan & Biklen, 1991).

There are diverse actions with different nuances in the Brazilian states since there is no unanimity regarding practices. Rather, there is an orientation of Cultural-Historical Psychology for practice at schools based on individualizing models. Such conception is not invariably adopted by school psychologists in their diverse activities. In this scenario, it would be

fundamental to understand how practices consolidate in the diverse regions of Brazil, and the specificities of every city and municipality. Thus, we chose to employ the method of Systematic Bibliographic Review (Costa & Zoltowski, 2014), in order to approach the theme and establish objectives coherently, and with necessary amplification.

We intended at producing a compilation of a scenario of publications on the practice by psychology professionals at schools, by means of articles from the SciELO, LILACS and CAPES bases. A Systematic Bibliographic Review was done in order to identify, select, and critically assess studies on the practice of School Psychology. We have delimited the search area, considering the following descriptors: School psychology, the activities of School Psychologists, and the practice of School Psychologists. The period between 2009 and 2019 was determined as a time parameter for the research because, in addition to assessing a decade of publications, it includes important influences on the construction of technical references, as a technical note named "orientations of the attributions of psychologists in the school education context" that was based on the National Seminar of the Education Year, realized in 2008.

At SciELO, we found 686 articles referring to the defined descriptors<sup>2</sup>, and 148 were selected at a first gathering of titles that were related with the practice of psychologists in education or that presented at least one of the descriptors. At the LILACS database, 637 were found and 86 were selected. Finally, 559 were found at the CAPES resulting in the selection of 37. The total sum was 271 articles selected at this first moment. In the review process, the researchers removed articles that were duplicated in the bases. The final sum was 154 articles chosen by title and with reference to the

<sup>2</sup> School Psychology; Activities by School Psychologists; Practices by School Psychologists.

descriptors defined above.

We realized a reading of the abstracts of the 154 articles already with the premise of categorizing them in the mentioned axis<sup>3</sup>, classifying 56 articles. After the reading of the abstracts, considering the descriptors and their synonyms, we selected for analysis only the ones that overtly contained, in their objective, the words: practice, activity, action, and intervention. Such criterion resulted in the selection of 27 articles, according to what is demonstrated in the following flowchart:

The 27 articles were fully read and inserted into a worksheet<sup>4</sup> containing the name of the article, year of publication, state of publication, basis, axis, objective, method, and result/conclusion. The other articles, the abstracts of which were read, did not fit into the established criterion were also organized into a worksheet and categorized by name, basis, and axis.

The analysis of the selected articles was realized by means of the axis named "Possibilities for Practice by Psychologists in Basic Education" and its most important implications, such as: Institutions of Higher Education (IES), Pedagogical Political Project (PPP), Teacher-Student Relation, and Practices with Managers, The Public Network. In addition, we also analyzed demographic data provided by the CFP.<sup>5</sup>

## RESULTS

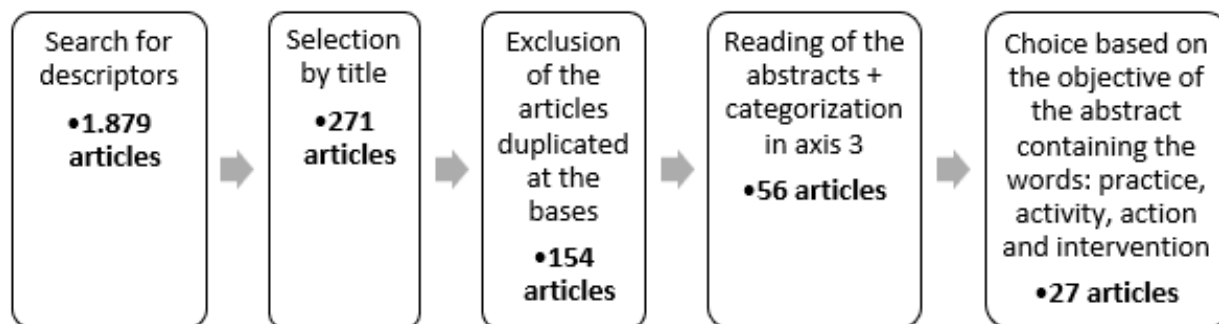
Based on the filter of these 27 articles, it was possible to produce a categorization by Brazilian states, resulting in 03 for the Distrito Federal, 10 for Paraná, 08 for São Paulo, and 01 for the following states: Rio

<sup>3</sup> Possibilities for Practice by Psychologists in Elementary Education.

<sup>4</sup> It is possible to access the complete worksheet by means of the link: [https://1drv.ms/x/s!Ais7-WhMMxoInlcEUObqbrA\\_9NPx?e=PQwPfG](https://1drv.ms/x/s!Ais7-WhMMxoInlcEUObqbrA_9NPx?e=PQwPfG)

<sup>5</sup> <http://www2.cfp.org.br/infografico/quantos-somos/>

**Illustration 1.** Process of definition of the assessed articles:



Sources: The authors

Grande do Sul, Rio Grande do Norte, Minas Gerais, Goiás, Santa Catarina and Ceará. After organizing the articles chronologically, we have Table 1:

Out of these, 18 are Practice Reports, and 09 are Field Research works. This categorization could be non-existent because all articles refer to practices by school psychologists, although they bring a pedagogical approach to the analysis. Part of the material uses examples of practices realized in educational environments and part of the material refers to more comprehensive surveys such as actions by education bureaus.

### ANALYSIS

In order to start the analysis, a first piece of data that draws attention refers to the states where the selected articles came from. For such analysis, we decided to employ data from the CFP on the number of psychologists per state<sup>6</sup>. The first converging point is the number of psychologists divided by gender in each state, where women are the majority, according to the “Technical References for The Practice of Psychologists in Basic Education”, information that confirms the predominant presence of female professionals in the field of School Psychologists. Another relevant piece of data is that the 10 Brazilian states with the greatest number of psychology professionals are present in the selection of 27 analyzed articles. However, there are a few contradictions such as Rio de Janeiro, which is the second state with the greatest number of professionals but with no articles according to the selection criteria. Likewise, no articles were found in the state of Bahia (6<sup>th</sup> greatest volume) and Pernambuco (8<sup>th</sup> greatest volume).

<sup>6</sup> <http://www2.cfp.org.br/infografico/quantos-somos/>

On the other hand, Rio Grande do Norte and Ceará are not among the 10 states with the greatest number of professionals, and nevertheless present publications on the practice of school psychologists.

Another piece of data that can confirm the pertinence of the selection of articles, and that contrasts with data from states that are more expressive in numbers of psychologists, regards the representations and board of directors of the Brazilian Association of School and Education Psychology, or “Associação Brasileira de Psicologia Escolar e Educacional” (ABRAPEE), present in the following states: São Paulo, Minas Gerais, Paraná, Rondônia, Goiás, Piauí and Mato Grosso do Sul.

Such data points at the supposition that the number of psychologists might influence the number of publications by the states, as well as the representations of the ABRAPEE in the states might benefit the concentration of publications. It seems relevant to discuss these possible convergencies because most of the selected articles are reports of practices that might indicate the states with the greatest numbers of interventions in School Psychology.

Still concerning the geographical data, the analyzed articles were divided by states and analysis subcategories in the Box 1:

The table is just an indicator of the results we have found. We do not have enough data to affirm that a certain state produces more in a certain subcategory, but such data might point at possible ways for research works to come. The most important possibilities for intervention in School and Education Psychology presented in axis 3<sup>7</sup>, focus of our analysis in this article, are: Pedagogical Political Project, Formation of

<sup>7</sup> Possibilities for Practice by Psychologists in Basic Education.

**Table 1.** Number of Articles according to Year of Publication.

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number	2	2	2	4	5	3	3	2	2	2	0

Source: the authors

**Box 1.** Subdivision per state.

Subdivision	States								
	DF	CE	GO	MG	PR	RN	RS	SC	SP
Institution of Higher Education	1		1		3		1	1	6
Pedagogical Political Project	2	1							
Teacher/student Relation and practice with managers					4	1			2
Public Network				1	3				

Source: the authors.

Educators, Inclusive Education and/or certain groups of students. Thus, we can observe that the selected articles corroborate the manual of references of the CFP (2019) and, with this, we can say that the practices of the school psychologists, present in the articles assessed here, point at an alignment with the perspectives suggested in the category. In other words, the practices of the last ten years are taking as reference the social-historical implications on the constitution of educational processes. It is important to emphasize that this study has limitations and one of them is certainly related to the fact that there are many authors who, despite not having participated in the elaboration of the Technical References, also partake the critical conception of school psychology, considering that the research works and studies with this approach have multiplied because this conception is considered now fundamental for the comprehension of educational phenomena. It is also important to reflect on the fact that it is still possible to conduct practices that are in accordance with the References. That is the reason why they were not accepted for publication.

### **Practice Reports**

#### **Institutions of Higher Education (IES)**

Diverse articles such as, for example, Coutinho, Oliveira and Barreto (2015); Rezende, Oliveira and Gomes (2013); Bulhões (2018) and Caixeta and Sousa (2013) report practices developed by means of Institutions of Higher Education (IES) with psychology professionals in formation. Such interventions are developed in supervised internships, school-services, and extension projects, often with a focus on constructions for children, but also for providing for the demands of the institutions themselves. We have verified that several IES developed practices aligned with cultural-historical psychology in the spaces for teaching learning, that provide services, such as the search for knowledge and recognition of the specificities of the school environment, as well as continuous planning and the democratic management of schools. We understand that the practices in IES target the emancipation of participants, since reports indicate the search for the capacity to understand the reality of schools and their contexts, based on the socialization of knowledge. Thus, they rescue the social function of school, they break away from excluding practices, and they attempt to provide opportunities for reflection and the overcoming of complaints at school.

#### **Pedagogical Political Project (PPP)**

According to authors such as Wanderer and Pedroza (2010) and Miranda, Vasconcelos and Colaço (2016), psychology professionals can operate in some forms of PPP interventions such as, the production, assessment, and reformulation of the project. Here, it is also important to get to know details of the realities

of schools and their contexts such as the number of students, teachers and managers, dropout rates, profile of the community, and resources. In the selected articles, researchers approached some fundamental aspects for the construction of PPP such as policy, hierarchy relation, autonomy, finalities, the social role of school, pedagogical commitment, inclusion, and democratic management. The articles describe the importance of PPP and its articulation with the reality of school because this document of great importance is part of the identity of school and must represent a political position that is coherent with reality.

#### **Teacher-student relation and practices with managers**

We have built the analysis of this set of themes in accordance with several studies, such as Gaspar and Costa (2011); Martins (2011); Silva and Mendes (2012); Teixeira and Alliprandini (2013) and Chagas and Pedroza (2013) that indicates situations based on the teacher-student relation. Such relations are essential in the construction of the processes of teaching-learning, since they can produce the development of both when approached with reference to cultural-historical psychology, considering development, motivation, affection, socialization, signification, and the appreciation of individuals. However, it is important to remember that teachers and students are not the only agents in the processes of teaching-learning. This perspective is aligned with the document of the CFP (2019) and with cultural-historical psychology only when treated with care. That is, when the actions of groups aim at generating emancipation and reflections by individuals based on the school context. The articles in question concern interventions required by the school management with the intention to prevent or minimize student behaviors considered inadequate or troublesome. Although these practices have indicated the intention to alienate students, it is necessary to have prudence because such actions might end up strengthening a model that puts the blame on individuals and disregards the network of elements to be assessed.

Another field for intervention concerns the works realized with school managers and the technical bodies of schools, that is, principals, vice-principals, coordinators, and pedagogical supervisor. The practices can be diverse, but the three articles that deal with the theme bring us the perspective of democratic management with the objective to realize reflection and configuration of meanings and senses of the school practices, in order to make the space for teaching and learning more collective and participative.

Most of the reports presented in the articles are in accordance with the guidelines provided by the CFP (2019). Besides that, they are excellent practical

examples of how psychology professionals can work with everyone involved in the process of teaching and learning.

### **Field Research**

#### **Institutions of Higher Learning (IES)**

Diverse field research works such as the ones by Feitosa and Araujo (2018); Zavadski and Facci (2012); Santana, Pereira and Rodrigues (2014) and Ciantelli, Leite and Nuernberg (2017), propose discussions on aspects that involve the practice by psychologists in institutions of higher learning. In this case, the IES, by elucidating for example, the contribution of psychology for the comprehension by teachers of the development and learning of young people and adults, as well as with the importance of mediation by psychologists towards the construction of reflection and criticism over what is developed academically considering political and contemporaneous political and contemporaneous aspects of higher education. In this field, psychologists, depending on the institution, do not have specific formation in school psychology, but they nevertheless seem to be in alignment with the theoretical conceptions of school psychology in their practices.

The formation of teachers regarding the development and learning of young people and adults focuses on cultural-historical psychology, contemplates how university professors can contribute to the appropriation of knowledge and intellectual capacity of students. Thus, the adjustment of content can be necessary for the transmission of knowledge. Besides that, it is a work possibility to investigate what is experienced by the entering students, discussing and reflecting on this new moment for young adults, which might generate anxiety regarding new experiences, the autonomy then required, and regarding alterations caused by the socio-economic, political context, or the context of the university environment itself.

The field research works on IES reveal many possibilities for practice, such as the inclusion of institutional policies for accessibility to institutions in order to break excluding barriers and provide the development of students with special educational needs, while approaching matters such as the potential for affiliation, and reflection on diversity and overcoming of clinical interventions, in addition to the identification and discussion of actions that facilitate teaching and learning.

#### **Public Network**

Research works focused on the public network such as the ones developed by Peretta et al. (2014) and Cruz and Borges (2013); approach schools as well as bureaus where there are psychologists. The sample that we have selected points at research works structured on precepts

of practice by psychology professionals, in consonance with cultural-historical psychology.

The articles that realized a survey on the practices by school psychologists in the schools and in the public network reveal that professionals play a primordial role in the construction of contents and reflection in partnership with educators, families, and students, in the mediation of relations and comprehension of the processes of teaching and learning. However, the individualizing and medicalizing practice is still present in some aspects presented in the selected publications, which indicates that theoretical construction produced on the practice by psychologists is not fully incorporated to the practices.

### **CONCLUSION**

The objective of this article was to realize a systematic bibliographic research on articles produced in the last ten years in order to identify which ones have been practices by psychologists in the school context and to what extent these practices are coherent with the denominated document "Technical References for The Practice by Psychologists in Basic Education", especially with the chapter that points at the possibilities for practice by psychologists. Based on that, we can conclude that the publications present important examples for the construction of scientific knowledge by psychology and more specifically by School and Education Psychology.

It was important to assess publications from diverse regions of Brazil, which demonstrates a trend towards the national consolidation of practices based on Cultural-Historical Psychology and aligned with the Technical References.

The selected articles reveal directions and emapractices coming from the IES, or produced in the very school context of Basic Education. The practices relative to higher education were the ones that were mostly portrayed in the selected articles, and we believe that this can be justified by the approximation of the academy to the possibilities and the production of articles.

We also conclude that the participation of school psychologists in the elaboration or reformulation of the Pedagogical Political Process of the schools can be of great value because it helps in the construction of school identity and generates the appropriation of knowledge on the school context and consequently produce meanings and senses that rescue the social function of school.

There are examples of important practices in the analyzed publications that converge with Cultural-Historical Psychology and point at different actions aiming at emancipation. In addition, it is certain that School and Education Psychology has consolidated itself



in its practices because professionals that still operate in an individualizing way constitute a minority. It is important to mention, regarding Law number 13.935, promulgated on December 11<sup>th</sup> 2019 on the providing of psychology services and social services in the public networks of basic education. After almost 20 years of procedures, School Psychology has its official place in Education. It is certainly a considerable accomplishment, which will bring numerous contributions to the work of school psychologists, of educators, and also to students and their families. It is important to emphasize that so many actions have been realized towards the regulation of this law. It was promulgated in federal instance and will probably be implemented in all Brazilian municipalities. School Psychology has contributed a lot to the fight for quality, public, secular education for everyone. Let's go!

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