

**POSSIBLE THEORETICAL-EPISTEMOLOGICAL FUNDAMENTALS IN
CURRENT LITERATURE FOR THE WORK OF SCHOOL PSYCHOLOGISTS**

***POSSÍVEIS FUNDAMENTOS TEÓRICO-EPISTEMOLÓGICOS NA LITERATURA
ATUAL PARA A ATUAÇÃO DO PSICÓLOGO ESCOLAR***

***POSSIBLES FUNDAMENTOS TEÓRICO-EPISTEMOLÓGICOS EN LA LITERATURA
ACTUAL PARA EL TRABAJO DE LOS PSICÓLOGOS ESCOLARES***

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ABSTRACT: School psychology in Brazil has been expanding. Therefore, the general objective of this work was to search in the current literature theoretical-epistemological foundations for working in school psychology. This qualitative search for studies published in the Google Scholar and Scielo databases, with 18 studies being integrated. The results point to constantly recurring transformations. They also point out the need for adherence to Historical-Cultural Psychology, which requires that the professional, regardless of the approach he uses for his individual, group and/or institutional work, adopt commitment against ideologies and practices that individualize, and blame these or context. The Person-Centered Approach focuses on acceptance, trust, assessment of defects and strengths, rather than deficiencies. And Vygotsky's concept of imagination, which stems from feeling disconnected to reality, drives him to seek and create better conditions. So, when interacting with other actors in the school, they build a viable solution.

KEYWORDS: School psychology. Theories. Current theories.

RESUMO: *A psicologia escolar no Brasil vem se ampliando. Logo, o objetivo geral foi buscar na literatura atual fundamentos teóricos-epistemológicos para a atuação em psicologia escolar. Esta pesquisa qualitativa buscou por estudos publicados nas bases de dados do Google Acadêmico e Scielo, sendo integrados 18 estudos. Os resultados apontam transformações constantemente recorrentes. A necessidade da adesão da Psicologia Histórico-Cultural, a qual requer do profissional, independente da abordagem que utilize para seus trabalhos individuais, em grupo e/ou institucional, adotar comprometimento contra ideologias e práticas que individualizam, e culpabilizam os atores envolvidos no contexto intra e extraescolar. A Abordagem Centrada na Pessoa enfoca a aceitação, a confiança, a avaliação de defeitos e as potencialidades, ao invés das deficiências. E, ao conceito de imaginação de Vygotsky que decorre sobre se sentir inadaptado à realidade, impulsiona a buscar e criar melhores condições. Assim, ao interagir com os demais atores da escola, construa uma solução viável.*

PALAVRAS-CHAVE: *Psicologia escolar. Teorias. Teorias atuais.*

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RESUMEN: *La psicología escolar en Brasil viene se ha expandido. Por lo tanto, el objetivo general de este trabajo fue buscar fundamentos teórico-epistemológicos para el desempeño en psicología escolar. Esta investigación cualitativa buscó estudios publicados en las bases de datos Google Académico y Scielo, siendo integrados 18 estudios. Los resultados punto los cambios recurrentes constantemente. La necesidad de adherirse a la Psicología Histórico-Cultural, que exige al profesional independientemente del enfoque que utilice para su trabajo individual, grupal y/o institucional, adoptar compromiso frente a ideologías y prácticas que individualizan y culpabilizan a estos o aquellos actores que intervienen en el contexto intra y extraescolar. El Enfoque Centrado en la Persona se enfoca en la aceptación l, confianza, la evaluación de defectos y fortalezas, en lugar de deficiencias. Y el concepto de imaginación de Vigotsky, que parte de sentirse inadaptado a la realidad, lo impulsa a buscar y crear mejores condiciones. Al interactuar de la escuela, construya una solución viable.*

PALABRAS CLAVE: *Psicología escolar. Teorías. Teorías actuales.*

Introduction

Every profession is defined by a set of practices, putting itself to meet the demands with their respective techniques. Demanding self-reflection of their performance and individual and collective responsibility. The psychologist's work should aim at health and quality of life. With critical, historical and social analysis, seeking continuous professional improvement. Contribute to the scientific and practical field and access to information to the population regarding the field of knowledge and services (CFP, 2005).

According to Cassins *et al.* (2007), school psychology has been based since the 19th century, from the search for service, from cities in America and Europe. Due to the expansion of public education in these cities, problems arise such as abandonment, neglect and delinquency, requiring the evaluation and understanding of these difficulties and their causes, such as the need to propose and implement solutions.

In Brazil, Law No. 4,119 of August 27, 1962 (BRASIL, 1962) regulates the profession of Psychologist, celebrating this year 2022, 60 years of this achievement. In 1992, 30 years ago, after 30 years of regulated profession, the Federal Council of Psychology (CFP) details attributions of the educational psychologist who are already involving all possible actors of the school institution with critical reflection of work and relationships and the referral of issues that transcend these attributions. That said, school/educational psychology was regulated as a specialty by the CFP through Resolution No. 013 of June 1, 2007 (CFP, 2007). The presence of psychologists and social services in public schools was also approved by Law 13,935/2019 (BRASIL, 2019). School psychology in Brazil has been expanding its methodological theoretical bases and gaining space (PEREIRA; MENDES, 2020). In this sense, it is imagined

that possible theoretical-epistemological foundations can be found in the current literature for the performance in the profession of school psychologist in accordance with these attributions.

Considering the attributions regulated by the CFP for the work of the school psychologist, it can be proposed that this professional needs to have, in his theoretical repertoire of knowledge about development, the school, the context and must also have a critical attitude in relation to his work also in the school institution.

Thus, the general objective of this work was to seek in the current literature possible theoretical-epistemological foundations for the performance of the school psychologist in accordance with these attributions. Seeking, then, questions that cross the work of the school psychologist, theories, practices, challenges and possibilities.

Although it can find a vast number of studies in school psychology, some of these point to the need for constant study and reflection on the theoretical-epistemological approaches to be effectively implemented by school psychologists. Therefore, this study is justified.

Method

This qualitative research of basic nature, with exploratory approach and technical procedure of bibliographic research with content analysis sought by studies published in the databases of Google Scholar and Scielo, which descriptors used were "school psychology and theories", "school psychology and practices". The filters were used in articles published in Portuguese, highlighting the 10 most relevant and the 10 most current. We selected the studies that were made in the last ten years (from 2012 to 2022), and 18 studies that presented theoretical-epistemological approaches to answer the question of the study in question.

Results and discussion

School psychology

In the early 1930s to 1940s, due to normal practices, the standardization, application and improvement of tests to the school and/or educational area evolved. Later, school psychology was introduced in psychology undergraduate studies (CASSINS, A. M. *et al.*, 2007). In the 1970s, Federal Law 5,766/71 was published, creating psychology advice and registration for acting as a psychologist (BRASIL, 1971). In 1980, school psychology shifts from the clinical approach to a preventive conception and practice.

In 1990, the Brazilian Association of School and Educational Psychology was created aiming at "the legal recognition of psychologists in educational institutions, stimulating and disseminating research in this area, recycling and updating psychologists and encouraging the improvement of the services provided by these professionals" (CASSINS, *et al.* 2007, p. 21, our translation). Starting to recognize educational psychology aiming at research, and school psychology aimed at practice. Whereas both complement each other and support each other.

The service in psychology, in this context, aims to support the overall development of the child, working with the other necessary professionals of the place and parents and, the students themselves. "Evaluation, diagnosis, follow-up and psychological guidance are applied within an institutional context and no longer exclusively aimed at the individual student" (CASSINS *et al.*, 2007, p. 21, our translation). If necessary, clinical referrals are made.

The school/educational psychologist opens possibilities to act in spaces with educational proposals beyond schools. Being able to act in formal or formal institutions that need understanding and advice, such as clinics, public services and research (CFP, 1992)

The role of the psychologist in the school is to develop, support and promote appropriate instruments aimed at the academic achievement of the student. His knowledge covers emotional, cognitive and social development. These professionals support the learning processes and styles, assisting in the teaching/learning process and management of the class. They give the teacher a job to develop inclusion techniques and social skills, and to develop actions with the most diverse individuals involved in this context: educators; students; parents; principals; technicians and; administrative staff (CASSINS *et al.*, 2007). It is also worth mentioning that they act "in interpersonal relationships and intrapersonal processes, always referring to the political, economic, social and cultural dimensions" (CFP, 1992, p. 5, our translation).

The psychologist's activities in this context are proposed to: assist the construction of the pedagogical project of the school; provide support to the rescue of the teacher's autonomy; articulate the theory of learning to practice; mobilize the school for proposals to use community resources; "Working with public policies; Raise awareness among parents and teachers about the basic needs of children and adolescents; [...] Research, develop, apply and disseminate knowledge related to School/Educational Psychology" (CASSINS *et al.*, 2007, p. 24, our translation).

The CFP (1992) details attributions of the educational psychologist, such as: assisting in the role of the educator in a critical and reflexive way; develop work with educators and students to overcome institutional obstacles; develop activities with school actors to identify,

solve and prevent psychosocial issues that cause obstacles in potentialities and self-realization; elaborate and execute procedures aimed at the teacher-student relationship; seek knowledge for the construction of the Pedagogical Project; focus its actions on processes of development, learning and interpersonal relationships, evaluating and redirecting educational plans and practices; develop professional guidance programs to develop better utilization and potential through critical psychological knowledge of what relates to the world of work (CFP, 1992); diagnose student difficulties and forward if it transcends the attributions mentioned (CFP, 1992) and; supervise, guide and carry out the work in this area.

Questions that go through the work of the school psychologist

Psychology moves with social protagonism. The psychologist constantly needs/historically clarifies his role. It is likewise in the school context. The expectation of the actors in the school context of immediate resolution of the complaint is pointed out as a factor that generates a look of discredit to the work of the school psychologist and a perception by the psychologist of an institution closed to changes. Working in an accelerated way makes it impossible to create alternative ways to break with impotence. In this context, the psychologist's work welcomes unpredictability. The collective analysis of classrooms and school, with less accelerated time experimentation (CREPOC, 2013).

Guzzo (2016) reports issues such as: the exclusion of students in the public school system; education as a commodity; integral schools that do not work due to lack of structure; school failure of children and adolescents; young people escaping to work; university students not being able to stay in the courses and not getting a degree; teachers working in a situation of tension and wear, physical and psychological, being a working class, bored and sick.

Psychological theoretical bases for the work of the school psychologist.

This professional can use knowledge of psychodrama, in representing roles, allows to experience the internal dramas of individuals, thus working with the possibility of reflection on possible solutions to break with repetitive patterns of behavior theory, in which learning is regulated by the situation, behavior and its consequences. The effect on the student depends on their characteristics, their history and the moment of learning. Using techniques to clarify and establish limits and change inappropriate behaviors. In Behaviorism, pedagogical planning aims at positive reinforcement (CASSINS *et al.*, 2007).

Neuropsychology understands the functioning of the nervous system. With the necessary knowledge, the teacher can enhance learning, overcome that relationships and interactions show the rules to govern the whole, with no culprit or responsible, but involved.

With Psychoanalysis, the recognition of the individuality of each student. Whereas the individual participates in interpersonal relationships and, endowed with a psyche, occupies a place. Thus, the place of the educator who wants to educate, is to implicate the subjects. Gestalt pedagogy places as unity body, mind, soul and medium, which would have mutual influences. Seeking a balance of satisfaction of needs, and, perceiving appropriately to themselves and their environment. Placing emotions as important for learning, in addition to cognitive aspects (CASSINS *et al.*, 2007).

What point the current studies on the theories-epistemological to guide the practice of the psychologist in the school institution.

When looking for studies on the epistemological theories that guide the work of the school psychologist, a wide variety can be noted. Studies on the history of emergence, regulation, various theories involving how it can be understood and applied in the school context, transformations, evolutions, difficulties, crossings, notes and reflections. Next, the results on the issues that cross the work of the school psychologist and, after, the theoretical-epistemological bases.

Results related to current issues that cross the work of the school psychologist

It can be seen, in the findings, questions that cross the work of the school psychologist who has already been accompanied by the historical path. The pathologizing and ineffectiveness of inclusion when it is not successful in working in order to recognize the peculiarities of difficulties and/or deficiencies of the student and economic and cultural issues (SOUZA; MACEDO, 2012). Pereira e Silva (2022) points to inclusion and deals with practices that may be discriminatory. Couto (2022) brings questions related to the inclusion of students with autism, also the topic of medication indiscriminately the school complaint, bringing negative consequences (MININ; LIMA, 2017).

Difficulties in detaching from clinical making (FEITOSA; ARAÚJO, 2018), with individualizing practices (CAVALCANTE; AQUININO, 2019), fhigh in clarity in action (PIENIAK; FACCI; BARRETO, 2021), utomutilation and bullying are identifiedas major

problems, worthy of attention in schools by Almeida *et al.* (2018) and already appointed by CREPOC (2013).

Table 1 - Result of the findings of the main contributions to the study in question related to issues that cross the work of the school psychologist

Author, year	Job title	Main contributions to the study in question
Souza; Macedo, 2012	Evaluation of learning and school inclusion: the singularity at the service of the collective	Equality is expected from those who have peculiarities; Differences that should be paid in school does not refer to reports, but all economic and cultural differences, among others, which end up being elements that generate twisted school complaints of their origin; Diversity must be recognized; Learning and development need mediation by its power and not what is missing.
Dias; Patias; Abaid, 2014	School Psychology and possibilities in the psychologist's performance: Some reflections	Practice with the various internal and external actors to the school, encompassing its objective, subjective and intrasubjective factors.
Minin; Lima, 2017	School psychology: brief history in the construction of critical perspectives in Brazil	Psychophysical, psychogenetic difficulties, intellectual disabilities, life in a precarious situation causing emotional and cognitive impairment and consequently in learning, by the social and cultural level being pathologized and medicated indiscriminately when considering as school complaints.
Almeida <i>et al.</i> , 2018	The practice of self-mutilation in adolescence: the look of school/educational psychology.	Self-mutilation and bullying are identified as a major problem worthy of attention in schools, both present as a dysfunctional way of dealing with affection and problems, so methodological proposals such as lectures addressing the construction of identity, stimulating them to a more assertive way of expressing their feelings, can collaborate; As well as, a space recognized that provides adequate reception, listening and methodology being open to what students consider the best time to seek help, rather than pathologizing of the student.
Feitosa; Araújo, 2018	The role of psychologists in professional and technological education: contributions of School Psychology.	Difficulties in detaching from the gaze and clinical doing in schools;
Albuquerque; Aquino, 2018	School Psychology and Family-School Relationship: A Survey of Literature.	The work carried out is not yet focused on the mediation of the family-school relationship;
Andrada <i>et al.</i> , 2019		Need for a job that breaks with the stigmas of disability and lack of evolution of students with disabilities;

	Possibilities of Intervention of the School Psychologist in Inclusive Education.	
Cavalcante; Aquino, 2019	Favoring the School Context: Discussing the Training and Performance of School Psychologists	There is still the presence of individualizing practices; Lack of graduation training on school psychology until a few years ago; Professional without specialized training in the area of school psychology.
Gouvêa; Gomes, 2021	Presence-absence of critical considerations about school medicalization in psychology and education journals (2010-2015).	Significant increase in studies with the presence of critical considerations involving medicalization and school complaints.
Pieniak; Facci; Barreto, 2021	Internship in school and educational psychology: theory and practice in a school service	Traditional and critical perspective, in the encounter with inequality, discrimination and label linked to school complaints; Lack of clarity of the professional's action.
Pereira; Silva, 2022	A) school psychologist in inclusive education: contributions and perspectives of the profession in Brazil.	Inclusion; Discriminatory practices.
Toledo, 2022	Construction of inventive practices in school psychology: an account of an intervention in school.	With Covid, difficulty with projects among teachers; Difficulty in handling the technological; And difficulty in the number of family actors and students.
Mendonça; Libâneo, 2022	Investigating Haiiao Miyazaki's creative process in workshops with teenagers.	Mourning; Gender issues; Expressions of feelings.
Pott; Neves; Souza, 2022	Contributions of imagination to the development process and education: an analysis from historical-cultural psychology.	Lack of attractiveness perceived by teachers about their profession; High rates of teachers' illnesses, as well as abandonment of the profession.
Coutto, 2022	School psychology and inclusion of children with ASD	Inclusion of autistic students; Expectation of the school in relation to the family; Lack of communication of the institutions with regard to this expectation in relation to the family; Perspectives of students with autism; And, perspectives of school psychology in the inclusion of autistic students.
Mautoni, 2022	The pathologizing of education: the praxis of the psychologist in the educational context in the face of	Need to replace pathologizing with integration and humanism.

 school difficulties

Guaragna; Asbahr, 2022	School complaints and other phenomena of schools from historical-cultural psychology: a meta-research study	Possible crossings with neoliberal ideology, studies pointing to an attack on the school ideal;
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Source: Prepared by the author

Pott, Neves e Souza (2022) pointed out the lack of attractiveness perceived by teachers about their profession and the high rates of illness of teachers, as well as the abandonment of the profession. As pointed out by Guzzo (2016). Guaragna and Asbahr (2022), there are possible crossings with neoliberal ideology, since there are studies pointing to this as an attack on the school ideal. As Gozzo (2016) already brought, education, in this act, is seen as a commodity.

Issues of mourning, gender and expressions of the feelings brought by Guaragna and Asbahr (2022). Covid, the difficulty with projects among teachers; the handling of the technology; and the adhering of family actors and students to learning questions was a problem in evidence.

Current theoretical bases reflected/suggested and/or adopted to guide the work of the school psychologist.

Souza and Macedo (2012) analyze inclusion versus exclusion, bringing critical theories about individuality and socio-historical-cultural context. It points to the need for permanent reflection on the ways of doing so that the forms of inclusion do not end up in excluding. They also indicate that equality is expected from those who have peculiarities. The authors point out that the differences do not refer only to those who come with reports, but to the singularities of all order, such as economic, cultural, social distinctions, among others, which end up being elements that generate twisted school complaints of their origin. Therefore, it is clear that it is necessary to recognize the diversity and that learning and development need mediation for its power and not for what is missing. With regard to the recognition of individuality, Cassins *et al.* (2007) the point for psychoanalysis as fulfilling this role.

Table 2 - Result of the findings of the main contributions to the study in question linked to current theoretical bases reflected/suggested and/or adopted to guide the work of the school psychologist

Author, year	Job title	Main contributions to the study in question
Souza; Macedo, 2012	Evaluation of learning and school inclusion: the singularity at the service of the collective	Critical theories about individuality and socio-historical cultural context; Non-reflected forms of inclusion may end up excluding, thus requiring constant reflection in the ways of doing;
Dias; Patias; Abaid, 2014	School Psychology and possibilities in the psychologist's performance: Some reflections	Considering it necessary to know the historical cultural and political reality; It should include knowledge of the fields of education, sociology and philosophy; That the psychologist should not have a ready knowledge, but when interacting with the other actors of the school build a viable solution.
Minin; Lima, 2017	School psychology: brief history in the construction of critical perspectives in Brazil	With new perspectives emerging as through the historical-critical theory that explains school failure considering all factors, practices and possible interrelated intra- and extra-school processes, considering that both influence and are interinfluenced. It points to a new posture consolidating itself. A posture that, in addition to considering these aspects, all assumes the role of mediating and mobilizing what is necessary for transformations to happen.
Almeida <i>et al.</i> , 2018	The practice of self-mutilation in adolescence: the look of school/educational psychology.	The work of the school psychologist with the public of self-mutilation and bullying suggested to be by prevention and health promotion.
Feitosa; Araújo, 2018	The role of psychologists in professional and technological education: contributions of School Psychology.	Search for complementary training has led professionals to a transformation in their way of working in the direction of critical school psychology, starting to trace their practices more focused on all of the academic community, redefining listening proposing preventive and institutional interventions.
Albuquerque; Aquino, 2018	School Psychology and Family-School Relationship: A Survey of Literature.	The authors show that school psychology still walks in the sense of implementing listening and actions in the direction of critical psychology.
Andrada <i>et al.</i> , 2019	Possibilities of Intervention of the School Psychologist in Inclusive Education.	Effective practices to be included in the perspective of Historical-Cultural Psychology; The psychologist at school can explore the potential of these students and thus improve learning and development; And, work the school community for effective inclusion through changes in the way of seeing and acting in relation to differences.

Cavalcante; Aquino, 2019	Favoring the School Context: Discussing The Training and Performance of School Psychologists	Theoretical-pedagogical and emotional support actions to favor the learning and development of students; Professionals presented a transition to a new paradigm in the way of work that takes into account the institution with preventive work considering relationships.
Pereira; Mendes, 2020	The contributions of the person-centered approach in the education and performance of the school psychologist	Person-Centered Approach (ACT) of humanist psychology stands out concepts such as acceptance and trust for the work of the school psychologist; A more preventive and relational school psychology; The work through the ACT leads to a reflexive participation of the educator's conduct, to perceive the student as a human being composed of defects and potentialities, and with this the process of teaching learning occurs more effectively; It proposes that positive relationships produce true connections, that learning occurs through meaning and experience, with support, affection, trust and communication, quality of life and well-being as necessary for personal growth; thus, when considering that each person has potential, the teacher needs to be only a facilitator for learning, developing autonomous students.
Gouvêa; Gomes, 2021	Presence-absence of critical considerations about school medicalization in psychology and education journals (2010-2015).	Historical-Cultural Psychology encompasses a critical posture. Criticism is understood by the authors as a compromised posture against ideologies and practices that individualize and blame these or those actors involved in the intra- and extra-school context; committed in favor of looking at the different points of view of phenomena; proposes to understand the development of the individual as an active process within a social and historical context; Historical and cultural understandings, proposing less pathologizing discourses and practices; Understanding that it is up to the school actors to promote the overcoming of inequalities and the understanding of complexities;
Pieniak; Facci; Barreto, 2021	Internship in school and educational psychology: theory and practice in a school service	Need for commitment of trainers, with critical positioning, since results pointed to the student adopting the perspective of advisors, thus also pointing to the need for the professional's training to be face-to-face; With regard to the Marxist indissolubility of theory and practice, everything is never completely repeated, requiring reflection on the variables, in order to see the world more broadly and deeper.
Pereira; Silva, 2022	A) school psychologist in inclusive education: contributions and perspectives of the profession in Brazil.	Construction of safe space, humanized individuals and free of prejudice; Evaluation of strengths and needs of students with disabilities for interventions in school inclusion and overcoming exclusion; Dialogues and mediation of relationships.
Toledo, 2022	Construction of inventive practices in school psychology: an account of an intervention in school.	Production of creative and inventive knowledge and practices; Optimization of group potentialities;

		Broadening the gaze of those involved in the face of challenges resulting in the construction of possibilities; Recognize potentials and weaknesses for collaborative construction together.
Mendonça; Libâneo, 2022	Investigating Haiao Miyazaki's creative process in workshops with teenagers.	Creative and inventive process favoring expression and critical thinking in adolescents; Aesthetic mediation according to realities and interests; Art to resignify and sensitize students.
Pott; Neves; Souza, 2022	Contributions of imagination to the development process and education: an analysis from historical-cultural psychology.	The social context as a promoter of development; The collective as disseminator of norms and values, complexing in the advancement of schooling; A Vygotsky concept, the imagination to appropriate and transform reality, feels not adapted to reality, which drives to seek and create better conditions; Link between imagination and education by abstract concepts require imagination for appropriation, the more complex, the more imagination requires; Imagination the visualization of horizons; Reflections on the use of imagination in work with adolescents and teacher education.
Couto, 2022	School psychology and inclusion of children with ASD	Winnicott's emotional maturation to understand autistic students and provide spaces that facilitate development at school
Mautoni, 2022	The pathologizing of education: the praxis of the psychologist in the educational context in the face of school difficulties	Pedagogy Liberating Paulo Freire; Liberation Psychology of Ignacio Martín-Baró; Make room in public management for matrix support of teams, as well as in health also in education; Integration and humanism.
Guaragna; Asbahr, 2022	School complaints and other phenomena of schools from historical-cultural psychology: a metaresearch study	The use of Historical-Cultural Psychology sustaining the defense that school complaint scans at the individual and biological level is potentially socially produced; Possible crossings with neoliberal ideology, studies pointing to an attack on the school ideal;

Fonte: Elaborada pela autora

Dias, Patias and Abaid (2014) proposes a reflection on the performance in school psychology. Disrush on the regulations and studies on the practice of school psychology in Brazil, bringing studies on the practice with the various internal and external actors to the school, encompassing its objective, subjective and intrasubjective factors. It considers it necessary to know the historical cultural and political reality, as well as believe that this area should include knowledge of fields of education, sociology and philosophy. Thus, it is not a function of the psychologist to have a ready knowledge, but when interacting with the other actors of the school, it is up to him to build a viable solution.

The bibliographic research of Minin and Lima (2017) presents a brief history of the theories that are explaining school failure and new perspectives. Going through explanations focused on psychophysical, psychogenetic, pathologizing, intellectual disabilities, life in a precarious situation, social and cultural level, causing emotional and cognitive impairment, and consequently in learning. Due to the pathologizing and medicalization indiscriminately of what was considered school complaint, emerging negative consequences, new perspectives emerge as the historical-critical theory.

The work based on this theory takes into account all possible interrelated intra- and extra-school factors, practices and processes, considering that both influence and are interinfluenced. It points to a new posture that has been consolidating, perceived by published studies in the direction of critical theory. A posture that, in addition to considering all these aspects, assumes the role of mediating and mobilizing what is necessary for the transformations to happen (MININ; LIMA, 2017).

Almeida *et al.* 2018 make a narrative bibliographic review in order to present possible contributions of school psychology to self-mutilation in schools. Although he did not identify many studies involving self-mutilation related to the work of the school psychologist, it brings relevant points to the psychologist's work at school for this problem. They detail several risk factors in which self-mutilation may be associated as personal, psychiatric, child, social, family and bullying characteristics, which also proves to be a major problem, worthy of attention in schools. Both present themselves as a dysfunctional way of dealing with affection and problems.

In this sense, there are methodological proposals such as lectures addressing the construction of identity, stimulating them to a more assertive way of expressing their feelings. They present a proposal to have a space that, admittedly, provides adequate reception, listening and methodology, being open to what students consider the best time to seek help, rather than the pathologizing of the student. They propose that the work of the school psychologist with this public should be due to prevention and health promotion (ALMEIDA *et al.*, 2018).

A qualitative study by Feitosa e Araújo (2018) on the work of school psychologists with eleven psychologists found among fourteen academic units of the Federal Institute made it possible to identify difficulties in id clinical practice in schools. However, he pointed out that the search for complementary training has led these professionals to a transformation in their way of working in the direction of critical school psychology, tracing their practices more focused on the academic community, redefining listening, and proposing preventive interventions and institutions.

Also in 2018, a study by Albuquerque and Aquino, through a survey of the literature on school psychology, revealed the scarcity of studies involving family and school. He observed that the work carried out is not yet focused on the mediation of the family-school relationship. The authors show, then, that school psychology still walks in the sense of implementing listening and actions in the direction of critical psychology.

Andrada *et al.* (2019), in qualitative bibliographic research, it does in a mapping and a critical analysis of the works focused on inclusion. They report having found few studies and among those who found, indicate the need for a work that breaks with the stigmas of disability and the lack of evolution of students with disabilities. It also considers that the inclusion of the psychologist in the school can perform mediation in order to explore the potential of these students and, thus, improve learning and development, and also work with the school community for effective inclusion through changes in the way of seeing and acting in relation to differences.

Cavalcante and Aquino (2019), with an analysis of interviews with 55 school psychologists, reported theoretical-pedagogical actions, and emotional support to favor the learning and development of students. The interviewees, despite still presenting individualizing practices, demonstrated a transition to a new paradigm in the form of work, which takes into account the institution, with preventive work considering the relationships. The study also suggested the lack of undergraduate training on school psychology and professionals without specialized training in the area of school psychology.

A literature review on the Person-Centered Approach (ACT) of humanist psychology conducted by Pereira and Mendes (2020) highlighted the importance of several concepts such as acceptance and trust for the work of the school psychologist. This study also shows the characterization of a more preventive and relational school psychology. The authors propose that the work through this approach leads to a reflexive participation of the educator's conduct, through receiving the student as a human being, containing defects and potentialities. Thus, the learning teaching process should occur more effectively.

According to the authors, this theory proposes that positive relationships produce true connections that learning occurs through meaning and experience, with support, affection, trust and communication. Considering quality of life and well-being as necessary for personal growth, the person has potentiality, and the teacher needs to be only a facilitator for learning, developing autonomous students (PEREIRA; MENDES, 2020).

Gouvêa and Gomes (2021), in turn, conduct quantitative-qualitative research with bibliographic review, on the presence or absence of critical considerations in research involving

school medicalization, divided in two moments, one from 2010 to 2012 and another from 2013 to 2015. The authors and built their research in a posture found in the theory of Historical-Cultural Psychology.

Historical-Cultural Psychology, according to Gouvêa and Gomes (2021, p. 225, our translation), encompasses a critical stance, including criticality "as the adoption of a theoretical-philosophical and practical posture committed to social transformation". That is, with a compromised attitude against ideologies and practices that individualize and blame these or those actors involved in the intra- and extra-school context, a posture committed in favor of looking at the different points of view of the phenomena. Thus, it is necessary to understand the development of the individual as an active process within a social and historical context. Critical theories focused on psychology and education can be found since the late 1970s (GOUVÊA; GOMES, 2021).

The authors put it before that among the articles that presented critical absence, it was noticed that more standardized tests and scales were used for the research, showing the use of testing for performance, disregarding social, economic and cultural factors, among others, which may favor inclusion (GOUVÊA; GOMES, 2021).

Moreover, the majority of critical articles, found by the authors, come from historical and cultural understandings, and have proposed less pathologizing discourses and practices and that it is up to the school's actors to promote the overcoming of inequalities and the understanding of complexities. The research data show a significant increase in studies with the presence of critical considerations involving medicalization and school complaint (GOUVÊA; GOMES, 2021).

Pereira e Silva (2022, p. 09, our translation), in his critical-reflective documentary theoretical study on contributions of the school psychologist to interventions in inclusion and overcoming exclusion, point out the need to assess strengths and needs of students with disabilities, such as dialogues and mediation of relationships in order not to establish "corrective and/or behavioral adaptation interventions".

Toledo's (2022) report on psychology trainee practices made it possible to reflect on the production of creative and inventive knowledge and practices. There is also the misapplication of the look in front of the challenges results in the construction of possibilities and in the knowledge of potentials and weaknesses for collaborative construction together, thus optimizing the potentialities of the groups.

In the report of internship in psychology, with historical-cultural foundation, Mendonça and Libâneo (2022), approach a way of working through Miyazaki's creative process. This

creative and inventive process can favor expression and critical thinking in adolescents. Mediation also identified by the authors as aesthetic takes into account realities and interests, the art of resignifying and sensitizing students.

Pott, Neves and Souza (2022), in their own way, theorize Vygotsky's concept of imagination. They understand imagination as a way to appropriate and transform reality. They point out the link between imagination and education by abstract concepts requiring imagination for appropriation, which the more complex, the more imagination they require. The authors also consider the imagination to encompass the visualization of horizons within the social context promoting development, so the collective can be disseminated by norms and values, complexing in the advancement of schooling. Thus, they indicate the possibility of incorporating the use of imagination in work with adolescents and in teacher education.

Couto (2022), from the questioning of the possibility of including children with autism in school, addresses Winnicott's emotional maturation, concept that points out as favoring the understanding of autistic students and helps to provide spaces that facilitate their development in the school context. From this concept, his experience of professionalizing internship and psychoeducational monitoring of students with autism made it possible to see the potentialities and effectiveness of the professional school psychologist mediating the inclusion process with other actors in the school context.

Mautoni (2022, p. 15, our translation), in his master's study in education, raises questions about the school psychologist's practice relating to crossings of this context as: lack of clarity in the performance; difficulty in establishing their role in school, "and the limits of an education for the critical and emancipatory awareness of the subjects". Thus, seeking the practice of this professional in the face of school difficulties with theoretical and methodological support of the "theory of Pedagogy of Freedom from Paulo Freire and the Liberation Psychology of Ignacio Martín-Baró" (MAUTONI, 2022, p. 15). The course of the study has given notes, such as to make room as in public management, to train teams, as it occurs in health, it would also be essential to implement in education. And also, the need to replace pathologizing. Thus, from the above, suggest a look focused on integration and humanism.

Research on theoretical conceptions in an internship in school psychology pointed out: traditional and critical perspective, in the encounter with inequality, discrimination and label linked to school complaints; for lack of clarity of the professional's action, the commitment of the trainers of critical positioning is pointed out, since the results pointed to the student adopting the perspective of advisors, pointing to the need for the professional's training to be face-to-

face; with regard to the Marxist indissolubility of theory and practice, and everything is never completely repeated, requiring reflection on the variables, in order to see the world more broadly and deeper (PIENIAK; FACCI; BARRETO, 2021).

Guaragna and Asbahr (2022) conduct a bibliographic survey on school complaints and their implications, touting the use of Historical-Cultural Psychology in research, to support the defense, that the school complaint in the individual and biological sphere, would be potentially socially produced. They highlight possible crossings with the neoliberal ideology in attack on the school ideal, which, without due reflection, may be favoring actors and situations to the detriment of others that would present more conformity with what has been verified and built for an effective practice in the school context. In this case, we can consider it as an effective practice to develop in the sense of equity.

Final considerations

School psychology has been structured for a long time. A considerable number of studies that can be found published involving the profession of the school psychologist. Studies concerning the needs that are encountered from the transformations of society and that, consequently, affect school institutions bringing increasingly complex challenges to school and the relationship with possible contributions of school psychology to these challenges. We can find in the years, too, technical guidelines, regulation and law in public schools.

However, the results of the research make it possible to emphasize that transformations can be constantly recurrent. Therefore, as the studies point out, historical-cultural psychology requires the professional to be inserted in this context, regardless of the approach he uses for his individual work, in groups and/or institutes. The professional, too, should adopt a committed stance against ideologies and practices that individualize and blame these or those actors involved in the intra- and extra-school context. Adopt a committed posture in favor of looking at the different points of view of the phenomena. It also proposes to understand the development of the individual as an active process within a social and historical context (GOUVÊA; GOMES, 2021).

A Person-Centered embroidery focuses on acceptance and trust, calls to perceive the student composed of defects and potentialities, proposes that positive relationships produce true connections, that learning occurs by meaning and by experience, with support, affection, trust and communication, quality of life and well-being as necessary for personal growth.

It was also pointed out that the psychologist should not have a ready knowledge, but, when interacting with the other actors of the school, can build viable solutions depending on the context, as well as make the value of strengths and abilities instead of disabilities. It should also be the case, the historical, the cultural and the political contexts, planning and producing to mediate the processes.

Also highlighted by Vygotsky's concept of imagination that arises about feeling not adapted to reality, the movement that drives to seek and create better conditions, which instigates the imagination and the visualization of horizons. We can also emphasize the suggestion of Pott, Neves and Souza (2022) in the use of this concept for work with adolescents and teachers due to the lack of attractiveness perceived by teachers about their profession and about high rates of teachers' illnesses, as well as abandonment of the profession. The authors also point to a link between imagination and education by abstract concepts, which demand imagination for appropriation; therefore, the more complex, the more imagination is required.

Although virtually all studies contemplate, in some way, the positioning in relation to what has been constructed as a theory to guide praxis, the doing of the school psychologist, based on the integration theory and practice linked to a Historical-Cultural-Social-Political/Critical positioning, that it, consistent with what the CFP guides and with the notes of the booklets produced until then, still are difficulties encountered related to clinical practice, family and school mediation, lack of clarity of the psychologist's action. Thus, they can indicate, as already pointed out by the mentioned studies, the need for specialized training, finally, sating the need brought by Pieniak, Facci and Barreto (2021) for the education to be face-to-face and the students to be critical thinkers.

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