



**THE ROLE OF THE PSYCHOPEDAGOGUE AND SCHOOL INCLUSION**  
*THE ROLE OF THE PSYCHOPEDAGOGIST AND SCHOOL INCLUSION*

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**SUMMARY:**

This article aims to investigate the role of the educational psychologist in fostering the school inclusion of children with special needs. To this end, research from various materials produced by renowned authors in the fields of inclusion and educational psychology was used to inform this study. With an education in which everyone has the right to be present, to be, and to participate in their teaching-learning process, we envision educational psychology promoting the inclusion of special needs students through educational practices that enable this goal. It is clear that even today, with so many advances in the field of special education, further changes are still necessary for school inclusion to truly occur, where all stakeholders are committed to comprehensive education. Therefore, schools have been seeking to adapt their curriculum to meet this demand. In view of this, the role of the psychopedagogue is very necessary, in order to favor the school's function of inclusion, offering quality education for all, guiding the student, the school and the family in breaking down conceptual barriers regarding school inclusion.

**Keywords:** Inclusion. Educational psychologist. Learning

**ABSTRACT:**

The present article aims to investigate the role of the psychopedagogue in promoting the school inclusion of children with special needs. To this end, research was conducted using various materials produced by renowned authors in the fields of inclusion and psychopedagogy to facilitate the study in question. With the belief that everyone has the right to be, to exist, and to make their teaching-learning process happen, psychopedagogy is considered as a means of promoting the inclusion of special students through educational practices that enable this objective. It is noted that even today, with so many advances in the field of special education, more changes are still necessary for school inclusion to truly happen, where all its actors assume the commitment to comprehensive education. In light of this, the school has been seeking to refer to an adapted curriculum to meet this demand.

Consequently, the role of the psychopedagogue is very necessary, with the intention of enhancing the school's function to include, offering quality education for all, guiding the student, the school, and the family in breaking down conceptual barriers regarding school inclusion.

**Keywords:** Inclusion. Psychopedagogue. Learning.

## 1. INTRODUCTION

Acting in the field of therapeutic and preventive treatment and promoting necessary interventions so that the teaching-learning process is of quality, the psychopedagogue has a vast area of activity, because in addition to all these fields, he also seeks different tools that help students learn, whether they have special needs or not.

Through inclusion, we seek today to change the vision of conception assistance that was had on students with special needs, making it possible for this student develops fully, making his/her learning a process qualitative.

In this sense, this study proposes to discuss the importance of the psychopedagogue in promoting inclusive education in the school context effectively, offering good pedagogical practices for such students, dispelling the prejudice surrounding this issue for in this way, offer quality education to all subjects, helping them to be more critical and participatory.

The justification for this article is linked to the fact that I want to delve deeper into the study of the role of the psychopedagogue in the face of the school inclusion of children with special needs. Through the necessary assistance to the teaching staff to understand that the school is a diverse, broad space and that its wealth lies precisely in this diversity of social classes, genders, ethnicities, races, beliefs, values, cultures, life stories and it is from there that students carry out the construction of your knowledge, in different ways, rhythms and times.

## 2 THEORETICAL FRAMEWORK

### 2.1 THE INSERTION OF THE PSYCHOPEDAGOGUE AND HIS PERFORMANCE IN SCHOOLS

The history of psychopedagogy in our country is directly related to development and learning of the psyche, acting interdisciplinarily with a focus on understanding and intervention in the student's learning process. This profession had beginning in Brazil in the 1970s, influenced by psychopedagogical theories and their practices developed in Argentina, by Jorge Visca (WEISS, 2012).

In view of this, education professionals see school as a privileged environment for information, knowledge, culturally accumulated knowledge over the course of times, therefore, it is necessary for the institution and the professional to constantly evaluate the results of their work, so that no student is left behind. It is at this moment it is necessary for the psychopedagogue to intervene, helping identify individual difficulties and create viable alternatives to minimize them difficulties or even eradicate them (WEISS, 2012).

From this perspective, the psychopedagogue tries to understand which factors influence non-learning, as well as seeking ways to favor this process. In view of this, the psychopedagogical diagnosis is extremely important, especially considering that it is he who identifies which factors influence positively or negatively in the teaching-learning process.

Costa (2009) quotes Vygotsky regarding the construction of the concept of socio-interactionism. He argues in his work that individuals are the result of their interaction with the environment in which they live. Thinking this way, with the intention of enhancing the student development, it is necessary for him to interact with his peers.

Vygotsky also came up with the concept of the zone of proximal development, which he advocates that it is in this context that the child builds his knowledge based on what he already knows knows how to do it alone and with what she is capable of building with the help of others. Thus, it justifies the need to relate to each other for learning to occur.

## 2.2 Concerns of psychopedagogy

Psychopedagogy has a very pertinent concern which is with the being that learns, the knowing being and has a very peculiar general objective which is to enable the

development of the capabilities, skills and potential of each person, favoring your teaching-learning process to build knowledge.

By viewing the subject as a whole, the psychopedagogue has the task of avoiding the school failure or improve an already difficult situation, with the aim essential to favor the teaching-learning process.

The individual seen from the perspective of psychopedagogy is a cognitive, affective and social and this professional is committed to building the autonomy of this being, through relationship with the environment and with others.

According to Carvalho (1999), learning difficulties are taken as “fractures” in the knowledge construction process, in which three dimensions are linked and present all the time. These dimensions are: the body, intelligence, and desire.

The same author cited above deals with desire based on psychoanalytic theory, as for the treatment of intelligence uses Piagetian theory. Thus, he suggests in his works, that the work to be developed at school must be institutional and multidisciplinary especially when it comes to learning difficulties or needs special in order to outline work strategies for prevention, diagnosis and finally psychopedagogical intervention.

The psychopedagogue in front of the subject with special needs or difficulties of learning, must start from the understanding of the educational process as a possibility of development of the subject's dimensions such as reason, sensations, feelings and intuition (COSTA, 2009).

Therefore, the psychopedagogical intervention is directed towards a set of procedures ranging from knowledge of the individual's learning modality, its historical trajectory, its peculiarities in integrating the contents that are programmed, or in other words, “your way” of learning a certain subject.

One thing that the psychopedagogue cannot lose sight of is that learning takes place in the movement of construction and reconstruction of the individual, of the other with whom he relates and with the environment that surrounds it.

Therefore, the psychopedagogue's greatest concern is to understand the meaning of students' learning difficulties in order to be able to apply the techniques necessary and timely for each individual, helping them to become increasingly autonomous

in their learning, in order to become a citizen, with the ability to live in society in a dignified manner, wise, happy and promoting happiness.

## 2. MATERIAL AND METHOD

This work was constructed from a broad bibliographical research with several authors on the topic of school inclusion and the role of the psychopedagogue and is focused on the area of teaching combined with psychopedagogy.

For Gil (2010), this type of research is extremely relevant for understanding, development and construction of knowledge over time, in this way the same identifies authors and works that can intensify the consolidation of the theme addressed.

The article will be organized into study topics to facilitate the presentation of the theme and a more dynamic reading for those interested in this academic study.

## 3. RESULTS AND DISCUSSION

In view of the new Special Education Guidelines (2001), the basic education school and regular, as well as special education, are involved with the demands of legislation, given that its importance and proportion have grown and non-compliance such requirements would be seen as infringements on the rights of people with disabilities special, considering that until that moment, they were segregated and given to schools and specialized institutes (SISTO, 2014).

In the current situation, individuals with special needs are widely protected by the DNEE law (2001) in order to receive comprehensive education, in schools regular basic education, as well as having their special educational needs taken into account serious and receiving special attention because of it.

Thus, today, the individual with special needs is understood as a subject who feels, thinks and creates, therefore, cannot be deprived of real experiences that come to him provide the necessary development of their autonomy and knowledge.

In the meantime, the practice of social inclusion based on respect comes into play, appreciation and acceptance of all individual differences, perceiving each subject as



unique within a socio-cultural diversity and that its learning takes place largely through socialization, participation in groups and external encouragement.

The main proposal of current public policies for education in Brazil is inclusion of people with special needs. Guided by these policies, the State of Minas Gerais implemented the Incluir Project, which is considered its main public policy with a view to inclusion (DNEE, 2001).

It is important to say at this point that, for inclusion projects to be really put into practice and experienced, the family needs to get involved, as well as the whole school staff, whether the teacher, the principal, monitors, general services, pedagogue and psychopedagogue, since the main objective of inclusion is to provide dignified care to people who have special educational needs.

To this end, education professionals need to promote conditions that favor and provide for the inclusion of these special students, giving them quality education (MEC, 2008, p. 08).

According to Freire (1996), a school that is truly inclusive is one that offers and is able to guarantee quality teaching for its students, regardless of their potentialities or needs, being able to recognize and respect the diversity of each individual.

Change is difficult and doesn't happen overnight. It takes time, investment, and willingness for change to happen. In this regard, the psychopedagogue has a very important role important, to encourage inclusion practices to take place in a calm and safe manner part of the teaching staff.

For the school to become inclusive, it is necessary for it to adopt new concepts, plausible alternatives for pedagogical and educational practices that seek development inclusion for all and that it is a quality process. Therefore, education must be of quality, needs to be assumed by everyone on the team that makes up the educational system.

In article 206 of the Federal Constitution of 1988, the democratic management of public education. This concern was reiterated by the Law of Guidelines and Bases of Education National (9,394/96), in its article 3, which cites the democratic management of public education and still highlights the variations in the federal, state and municipal education systems (BRAZIL, 2001).



In this way, the school becomes the protagonist of its formative processes. conscious and active citizens in society and, therefore, inclusion is present in this process.

Change is made through challenges and therefore must be assumed by all actors involved. involved and isolated situations of inclusion are not enough to say "school inclusive" therefore, everyone must be committed to this construction.

According to Mantoan (2009, p. 56) "inclusion is the ability to recognize oneself in the another, acquiring the privilege of living with people different from us." In this way, inclusive education welcomes all individuals, without exceptions.

From this perspective, the practices that will be proposed by the psychopedagogue should not imply teaching for some students, but rather teaching for all, which enables students meaningful, qualitative and non-discriminatory learning.

## **FINAL CONSIDERATIONS**

The school is a privileged space for the circulation of knowledge, learning, differences and protagonism.

The student is the being in question who needs to be respected in his diversity and need. In this case, people with special needs must be taken seriously in their specificities, so that a teaching plan can be created for them that takes into account consideration of their differences, but one must look at the individual and not at their difference.

Thus, inclusive education, as recommended by the National Guidelines of Special Education (2001), aims to promote opportunities appropriate to the development of different abilities of these students, so the teacher needs to commit to such process so that this special student has his learning assured.

Based on the recognition of human differences, the inclusive school focuses your work on the potential of the students and not on their difficulties and much less on the pre-established pedagogical rituals, which only corroborate social inequalities and deny diversity.

Therefore, the psychopedagogue has a unique responsibility in this process of inclusion of students with special needs, which is to indicate pedagogical proposals

interesting that can make the teaching-learning process of all students viable, with special educational needs and the typical ones, as they are all in school and all bring with them previous learning in both cognitive, cultural and socio-cultural aspects affective.

In closing, the importance of the psychopedagogue in school and in the process of school inclusion, as it can and should guide the school body in this journey of inclusion of people with special educational needs.

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