



THE ROLE OF THE PSYCHOLOGIST IN PROMOTING SCHOOL INCLUSION

Italo Martins Lôbo

<http://lattes.cnpq.br/6749691611717421>

Email: italolobopsi@gmail.com

Gladys Nogueira Cabral

<http://lattes.cnpq.br/3833114374375822>

<https://orcid.org/0000-0002-6183-6034>

Email: gladyscabraln@gmail.com

Janete Sousa Lopes Rodrigues

<http://lattes.cnpq.br/7751716443407592> Email:

jslrodrix@gmail.com

Joselita Silva Brito Raimundo

<https://lattes.cnpq.br/3141697284940831> [https://](https://orcid.org/0000-0001-5764-4155)

orcid.org/0000-0001-5764-4155 Email:

jo_hand_2014@hotmail.com

Ziza Silva Pinho Woodcock

<http://lattes.cnpq.br/8403543098072485> Email:

ziza_woodcock@hotmail.com

SUMMARY

This work addressed the role of the psychologist in promoting school inclusion, a topic of increasing relevance in the contemporary educational context. The general objective was to analyze how psychologists contribute to the effective inclusion of students, especially those with special needs, in educational environments. The methodology adopted consisted of a literature review, involving the analysis of previous studies, legislation and public policies, as well as examples of effective inclusive practices. The results highlighted the importance of psychological assessment, continued training of psychologists, and interdisciplinary collaboration with educators and families. The analysis revealed that, despite the challenges, there are promising perspectives for advancing school inclusion and the role of psychologists in this context. Final considerations emphasized the need for continuous and collaborative efforts to create truly inclusive educational environments.

Key words: School inclusion. Educational Psychology. Special needs. Psychological Assessment. Interdisciplinary Collaboration.

ABSTRACT

This work addressed the psychologist's role in promoting school inclusion, an increasingly relevant theme in contemporary educational contexts. The main objective was to analyze how psychologists contribute to the effective inclusion of students, particularly those with special needs, in educational environments. The methodology consisted of a literature review, analyzing previous studies, legislation and public policies, as well as examples of effective inclusive practices. The findings highlighted the importance of comprehensive psychological assessment, ongoing training for psychologists, and interdisciplinary collaboration with educators and families. The analysis showed that despite challenges, there are promising perspectives for the advancement of school inclusion and the psychologist's role in this context. The final considerations emphasized the need for continuous and collaborative efforts to create truly inclusive educational environments. **Keywords:** School Inclusion. Educational Psychology. Special Needs. Psychological Assessment. Interdisciplinary Collaboration.

INTRODUCTION

School inclusion represents a fundamental pillar in contemporary discussions about education, reflecting the collective effort to promote an accessible and welcoming learning environment for all students, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. In this context, the role of the psychologist at school gains prominence, acting as a facilitator in the implementation of inclusive practices that ensure the well-being and integral development of students.

The importance of the psychologist's role in promoting school inclusion is justified by the need to overcome barriers that limit the effective participation of students with special needs in the educational process. This action involves not only the application of technical and scientific knowledge about human development and learning but also the adoption of an ethical stance committed to the principles of equity and social justice. Thus, the presence of a psychologist at school contributes to the creation of pedagogical strategies adapted to the individual needs of students, favoring inclusion and diversity in the educational environment.

However, the effective implementation of inclusive practices faces several challenges, from the lack of preparation of education professionals to the structural limitations of educational institutions. Problematizing this topic involves questioning how the school psychologist can contribute to overcoming such obstacles, promoting an education that respects differences and enhances the capabilities of all students. Reflecting on these challenges is essential to understand the dynamics present in schools and identify possible paths to building a truly inclusive educational environment.

In this scenario, the objectives of this research focus on analyzing the role of the psychologist in promoting school inclusion, identifying the main psychoeducational strategies and interventions adopted to facilitate the process of inclusion of students with special needs. We also seek to understand the challenges faced by psychologists in this context and propose recommendations to optimize their performance, thus contributing to the implementation of inclusive educational practices. Through this study, we hope to offer a significant contribution to the field of school psychology and inclusive education, providing theoretical and practical support for professionals in the field, educational managers and public policy makers interested in promoting quality education that is accessible to all. .

Below is a review of Brazilian legislation and public policies relevant to school inclusion, highlighting the evolution of the concept and the commitment to the education of individuals with special needs. It continues with the exploration of the specific role of the school psychologist, addressing their functions, competencies and the importance of interdisciplinary collaboration. Next, the inclusion of students with special needs is discussed, with an emphasis on adapted psychoeducational intervention strategies. The methodology adopted to survey the relevant literature is described, offering the basis for the results and subsequent discussions. The text advances by presenting effective school inclusion practices, the training and interdisciplinary work of psychologists, case studies and examples of success, emphasizing the practical application of the theories discussed. Finally, the challenges and future perspectives for school inclusion and the role of psychologists are addressed, culminating in final considerations that summarize the main findings and recommend directions for future research.

THEORETICAL REFERENCE

The theoretical framework of this work is structured to provide a basis for understanding the complexity of school inclusion and the vital role of the psychologist in this context. Initially, the historical and conceptual evolution of school inclusion is outlined, highlighting the significant changes in educational approaches towards students with special needs and emphasizing the importance of diversity and equality of educational opportunities.

After this contextualization, the analysis delves deeper into Brazilian legislation and public policies that support and guide school inclusion practices, highlighting the legal and normative framework that supports such practices. In sequence, the text addresses the functions and competencies of the school psychologist, highlighting their indispensable contribution to the assessment, intervention and development of adapted pedagogical strategies. The discussion extends to the need for continued training and the importance of interdisciplinary collaboration between psychologists, educators and families, highlighting the integrated approach necessary to meet the diversity of students.

two

THEORETICAL FOUNDATION

School inclusion is a concept that has evolved significantly over the years, reflecting changes in social, educational and legal perspectives regarding the education of individuals with special needs. The definition of school inclusion transcends the mere integration of students with disabilities into regular classrooms, encompassing an educational philosophy that values diversity, promotes equal opportunities and seeks to adapt the educational system to meet the needs of all students. Benitez and Domeniconi (2018) highlight that school inclusion must be understood as a continuous process of improving the educational system to guarantee accessibility, participation and learning for all students, regardless of their conditions.

In the Brazilian context, legislation and public policies have played a fundamental role in promoting school inclusion. The Federal Constitution of 1988 and the National Education Guidelines and Bases Law (LDB), Law No. 9,394/1996, establish the right to education for all and emphasize the importance of non-discrimination. Furthermore, the National Policy on Special Education from the Perspective of Inclusive Education, established by the Ministry of Education in 2008, marks a significant advance in guiding the development of inclusive educational systems.

Oliveira and Moraes Silva (2019) state that where the authors state that the evolution of the concept of school inclusion in Brazil can be observed through the various legislation and policies implemented over the years, culminating in the consolidation of a legal and normative framework that seeks not to just integration, but the appreciation of diversity and the guarantee of quality education for all. These changes reflect a growing commitment to creating an educational environment that recognizes and responds to the diverse learning needs of students, thereby promoting a true culture of inclusion.

This excerpt highlights the importance of legislation and public policies as mechanisms for promoting school inclusion, highlighting the transition from an integration perspective to an approach that values diversity and seeks to adapt the educational environment to the needs of all students.

In summary, the theoretical foundation on the concept of school inclusion and associated public policies reveals a panorama of continuous evolution, marked by significant challenges and advances. Understanding this context is important for analyzing the psychologist's role in promoting school inclusion, as it offers a foundation on which practices and interventions can be developed and implemented.

ROLE OF THE SCHOOL PSYCHOLOGIST

The role of the school psychologist has expanded and diversified in response to growing demands for inclusive and adaptive education that meets the needs of all students. The functions and competencies of this professional cover activities ranging from psychoeducational assessment and intervention to the development of training programs for teachers and participation in multidisciplinary teams. According to Benitez and Domeniconi (2018), the school psychologist acts as an agent of change in the educational environment, promoting inclusive practices and supporting the integral development of students.

School psychology, as a field of activity, is based on essential concepts that guide professional practice, such as human development, learning processes and the dynamics of interpersonal relationships in the school context. These concepts are important for understanding the challenges students face and for implementing effective strategies that promote well-being and inclusion.

Grandchild *et al.* (2024) elucidate that considering the complexity of the school inclusion process, the school psychologist's skills must encompass not only technical knowledge about cognitive and emotional development, but also interpersonal and communication skills that enable the work collaborative with educators, students and families. This integrated approach is fundamental to creating of an educational environment that favors the learning and development of all students, with special attention to the needs of those with learning difficulties or special conditions.

This excerpt highlights the need for integrated and collaborative action by the school psychologist, highlighting the complexity of its function in the context of school inclusion. Furthermore, it reinforces the idea that technical knowledge must be complemented by interpersonal skills, for the psychoeducational intervention to be effective.

In summary, the role of the school psychologist is essential for the success of inclusion policies, requiring training and practice based on ethical and scientific principles. Through your actions, it is possible not to

not only identify barriers to learning and development, but also actively work to promote an inclusive school environment, which respects and values the diversity of all students.

INCLUSION OF STUDENTS WITH SPECIAL NEEDS

The inclusion of students with special needs, particularly those with autism and intellectual disabilities, presents specific challenges and demands adapted psychoeducational intervention strategies. These special needs imply unique characteristics that affect learning and social interaction, requiring an educational approach that recognizes and responds to these differences effectively. Benitez and Domeniconi (2018) highlight the importance of understanding the specificities of these students, stating that psychoeducational intervention for students with autism and intellectual disabilities must be personalized, focusing on their individual capabilities and needs, to promote inclusion and full development.

Implementing effective inclusion strategies for these students requires an adaptable educational environment that can offer adequate support to their needs. This involves everything from adjusting the curriculum and teaching methods to providing specialized support, such as specific therapies and the use of assistive technologies. Furthermore, it is essential to promote awareness and training of teachers and other members of the school community so that they can offer effective support.

Oliveira and Moraes Silva (2019) point out that the inclusion of students with autism and intellectual disabilities in the regular school environment requires not only the adaptation of physical and curricular structures, but also a paradigm shift that values diversity and promotes equal educational opportunities. It is necessary for schools to become welcoming and inclusive spaces, where each student can develop their skills to the maximum, respecting their limitations and enhancing their capabilities. To this end, it is essential to implement continuing training programs for teachers, focused on the specificities of autism and intellectual disability, in addition to the development of inclusive pedagogical strategies that are effective in serving this population.

In this way, it highlights the complexity of including students with special needs and the need for an approach that involves the entire school community. Teacher training appears as a key element in this process, highlighting the importance of equipping educators with the knowledge and skills necessary to respond to the demands of a truly inclusive education.

Therefore, the inclusion of students with autism and intellectual disabilities challenges the educational system to reinvent itself, seeking not only to adapt to the needs of these students, but also to promote a learning environment that respects and values diversity. Psychoeducational inclusion and intervention strategies play a role in this context, facilitating these students' access to the curriculum and learning opportunities, while promoting their participation and belonging in the school community.

METHODOLOGY

The methodology adopted in this work consists of a literature review, a process that involves the search, analysis and interpretation of relevant publications with the aim of obtaining an understanding of the role of the psychologist in promoting school inclusion. This method allows you to identify, evaluate and synthesize the available evidence on a specific topic, contributing to existing knowledge and providing a basis for future research.

Data collection for the literature review follows a structured procedure, starting with the definition of clear inclusion and exclusion criteria for studies, based on aspects such as thematic relevance, methodological quality and timeliness of the publication. Primary data sources include databases, academic journals, scientific journals, books and theses, using specific keywords related to the role of the school psychologist and school inclusion. The selection of materials is carried out through a careful analysis of the titles, abstracts and, when necessary, the complete content of the documents, ensuring the relevance of the chosen sources for the object of study.

After collection, data analysis takes place, which involves critical reading of the selected texts, seeking to understand the different perspectives and approaches to the topic under study. This step allows you to identify patterns, trends, gaps in the literature and possible relationships between studies. The analysis focuses on the contribution of each work to understanding the role of the psychologist in school inclusion, the strategies and

interventions adopted, as well as the challenges and solutions proposed by the authors.

The result of this analysis is synthesized and discussed in order to build a cohesive overview of the topic, highlighting the main findings and pointing to future research directions. In this way, the literature review plays an essential role in the construction of scientific knowledge, allowing not only the systematization of existing information but also the identification of areas that require additional investigation. This process contributes significantly to the theoretical foundation of the study, offering an integrated view of the theoretical and empirical contributions related to the role of the psychologist in school inclusion.

The table below summarizes the fundamental strategies adopted by school psychologists in promoting inclusive practices, as well as the challenges faced in this process. This synthesis is based on an analysis of existing literature and relevant legislation, aiming to highlight both effective approaches and obstacles that need to be overcome to implement a truly welcoming and accessible educational environment for all students. The table is structured in such a way as to facilitate the reader's understanding of the school psychologist's actions, highlighting the importance of psychological assessment, ongoing training and interdisciplinary collaboration, while also pointing to the structural, attitudinal and resource barriers that still exist.

Table 1: Main strategies and challenges in promoting school inclusion by Psychologists

Author(s)	Title	Year
BENITEZ, P.; DOMENICONI, C.	School Inclusion: the Role of Brazilian Educational Agents	2015
BRAZ-AQUINO, FS; FERREI-RA, IRL; CAVALCANTE, LA	Conceptions and Practices of School Psychologists and Teachers regarding School Inclusion	2016
OLIVEIRA, DFS; MORAES SILVA, VG	The role of psychology in school inclusion: literature review	2019
BENITEZ, P.; DOMENICONI, C.	Psychologist's role in the school inclusion of students with autism and intellectual disabilities	2018
NETO, GS; COSTA, HMS; LEAL, SI; SOUSA, G.M.	The Role of the School Psychologist in the Inclusion Process of Children with Autism Spectrum Disorder: A Bibliographic Review	2024

Source: own authorship

Analysis of the table reinforces the understanding that, despite significant advances in the area of school inclusion, there are still numerous challenges to be faced by school psychologists. The insights derived from this framework emphasize the need for an ongoing commitment to professional training, research and collaborative practice to overcome existing obstacles. Furthermore, it highlights the importance of public policies and institutional strategies that support and amplify inclusion initiatives, ensuring that quality education is a reality accessible to all students, regardless of their special needs. This chart not only summarizes the key points of our discussion, but also serves as a reminder of the ongoing work needed to bring about positive and lasting change in the educational landscape.

RESULTS AND DISCUSSION

5

The "Results and Discussion" section of this work is structured to explore and analyze the conclusions derived from both the word cloud and Table 1, serving as a point of convergence for the understandings obtained through these visual and analytical tools.

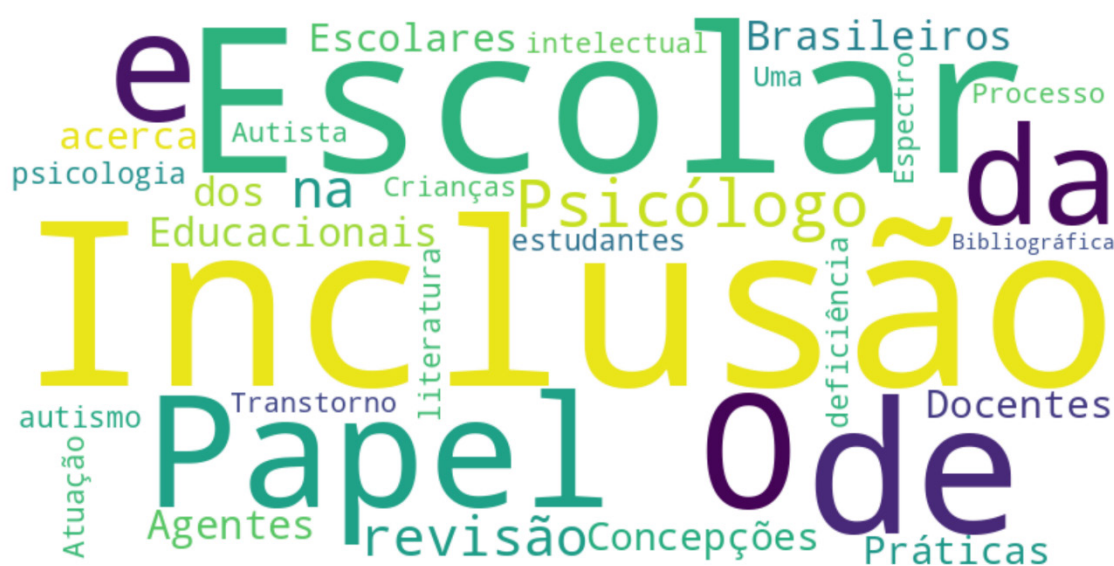
Initially, the discussion is guided by the predominant themes highlighted in the word cloud, detailing how the most prominent terms reflect the important and recurring aspects related to school inclusion and the role of the educational psychologist. Next, the focus shifts to an analysis of the data presented in Table 1, where the main findings and their relevance to the field are examined.

school psychology and inclusive education.

This segment of the text not only integrates the evidence collected but also promotes critical reflection on its implications for professional practice, educational policies and future research. Thus, the structure of the results and discussion is designed to not only present the findings clearly and systematically, but also to provoke a reflective dialogue about future directions and their potential impact on promoting effective school inclusion.

To visually illustrate the central themes covered in this study, a word cloud is presented below. This figure summarizes the most frequent and relevant terms extracted from the theoretical framework and discussions carried out throughout the text. The most prominently displayed words reflect key concepts and priority focus areas, such as “school inclusion”, “educational psychology”, “special needs”, “psychological assessment” and “interdisciplinary collaboration”. The visual layout facilitates immediate understanding of the most emphasized ideas and offers an aggregated perspective on issues that are essential for the discussion on the role of the psychologist in promoting school inclusion.

Visual Highlight of Terms in School Inclusion and Psychology



Source: own authorship

The inclusion of the above word cloud in the work provides an intuitive graphical summary of the topics and terms that underlie the research. This visual representation serves not only as a tool to recap the key elements discussed, but also to emphasize the interconnection between the different concepts covered. By highlighting the most prevalent words and themes, the cloud reiterates the complexity of school inclusion, highlighting the importance of the multidisciplinary approach that characterizes the role of the educational psychologist in this context. Through this graphical synthesis, readers can quickly appreciate the scope and focus of the study, setting the stage for a more in-depth understanding of strategies, challenges, and future prospects in promoting an inclusive educational environment.

SCHOOL INCLUSION PRACTICES AND THE ROLE OF THE PSYCHOLOGIST

6

Psychological assessment and intervention constitute fundamental components in school inclusion practices, allowing students to identify individual needs and develop effective strategies for their inclusion and integral development. Psychological assessment methods for school inclusion involve a variety of tools and techniques to understand students' abilities, needs and challenges. Benitez and Domeniconi (2015) emphasize that psychological assessment in the school context must go beyond measuring cognitive abilities, covering emotional, social and behavioral aspects that influence student learning and participation.

Effective psychological interventions in promoting inclusion are those that support not only the student, but also teachers and families, creating an educational environment that recognizes and values diversity.

sity. Such interventions may include training programs to develop students' social and emotional skills, consultation for teachers on adaptive pedagogical strategies, and support for families to understand and meet their children's needs.

Oliveira and Moraes Silva (2019) argue that psychological assessment in the context of school inclusion should be seen as a continuous and collaborative process, which involves understanding the needs and potential of students, as well as the environmental factors that can facilitate or impede their full development. participation and learning. Based on this assessment, the school psychologist can develop personalized interventions that promote effective inclusion, working in partnership with educators and families to implement pedagogical adjustments, emotional and social support programs, and strategies for developing an inclusive school environment. These actions are important to ensure that all students, regardless of their special needs, can benefit from a quality education and actively participate in school life.

This excerpt highlights the complexity of psychological assessment and intervention within the context of school inclusion, highlighting the need for a collaborative and personalized approach. The emphasis on partnership between psychologists, educators and families is fundamental to creating inclusive strategies that respond to the needs of all students.

In short, psychological assessment and intervention are essential for promoting school inclusion, requiring the school psychologist to play an active role in identifying needs, developing effective interventions and supporting the school community. Through these practices, it is possible to move towards an educational environment that welcomes diversity and promotes the integral development of all students.

INTERDISCIPLINARY TRAINING AND ACTION

Continuing training for school psychologists and interdisciplinary work, involving collaboration with educators and families, are key elements for the success of school inclusion practices. Constantly updating the knowledge and skills of school psychologists is essential to face emerging challenges in the educational environment and to implement effective inclusive strategies that meet the diverse needs of students. As highlighted by Benitez and Domeniconi (2015), continued training is essential so that the school psychologist can effectively contribute to inclusion, adapting to new demands and collaborating with other education professionals in promoting an accessible learning environment to all.

Interdisciplinary work, in turn, highlights the importance of collaboration between school psychologists, educators and families, forming a support network that involves multiple perspectives and resources in promoting inclusion. This collaborative approach is important to develop and implement individualized educational plans that respect the specific needs of each student, promoting their active participation and integral development.

Oliveira and Moraes Silva (2019) state that the complexity of the school inclusion process requires school psychologists to be constantly updated on the best practices and theories in the area of special education and educational psychology. Furthermore, the effectiveness of inclusion depends on the ability of these professionals to work together with educators, school administrators and families, creating a cohesive learning community that supports the development of all students. Continuing training and interdisciplinary work are not only strategies to improve professional practice, but also means to build a school culture that values diversity, collaboration and inclusion of all students, regardless of their special educational needs.

This excerpt emphasizes not only the need for continuous professional development, but also the importance of collaborative action in the school environment. Effective inclusion is seen as a collective effort which requires the involvement and cooperation of all members of the educational community.

Therefore, continued training and interdisciplinary work are fundamental for the work of school psychologists in the context of inclusion. They not only empower professionals to respond appropriately to the demands of their practice, but also promote a culture of collaboration and inclusion, essential for the educational success of all students.

CASE STUDIES AND SUCCESSFUL EXAMPLES

The analysis of case studies and the identification of examples of effective inclusion programs and projects

zes are fundamental to understanding the strategies that contribute to the success of school inclusion. These examples not only illustrate promising practices, but also serve as a reference for implementing and adjusting policies and interventions in different educational contexts.

A notable example of effective inclusion can be found in the study by Benitez and Domeniconi (2018), which describes a psychoeducational intervention aimed at students with autism and intellectual disabilities. The authors report that implementing adapted teaching strategies, along with ongoing support for teachers and collaboration with families, resulted in significant improvements in student participation and academic performance. This case highlights the importance of a personalized approach and an integrated support network for effective inclusion.

Furthermore, Oliveira and Moraes Silva (2019) present an analysis of a school inclusion project that emphasizes the continued training of teachers and the implementation of inclusive pedagogical practices. They state that training teachers in inclusive teaching strategies and developing accessible teaching materials were key elements in promoting a welcoming and effective learning environment for all students.

Grandchild *et al.* (2024) emphasize that the success of the school inclusion program examined in this study can be attributed to a series of factors, including the commitment of school management to inclusion, the specialized training offered to teachers and the active involvement of families in the educational process. The combination of these elements not only facilitated the adaptation of the curriculum to the needs of students with special needs, but also promoted a cultural change at the school, where diversity began to be seen as a value and not as an obstacle. This example demonstrates that effective inclusion requires more than well-intentioned policies; it requires careful implementation, adequate resources and an approach that involves all members of the school community.

This excerpt emphasizes that the success of school inclusion is not just based on isolated initiatives, but on the integration of multiple strategies and the construction of an inclusive school culture. Through these case studies, it is possible to observe that effective inclusion programs and projects share common characteristics, such as a focus on teacher training, curriculum adaptation and school community participation, demonstrating that successful inclusion is a continuous process and collaborative.

CHALLENGES AND FUTURE PERSPECTIVES

The challenges faced by psychologists in school inclusion are numerous and complex, reflecting both the structural limitations of the educational system and the attitudinal barriers present in society. One of the main challenges mentioned by Benitez and Domeniconi (2015) is the resistance to change within educational institutions, which can manifest itself both in the reluctance to adapt pedagogical practices and in the difficulty in implementing effective inclusion policies. They note that overcoming these resistances is essential to creating a truly inclusive educational environment.

Furthermore, the need for specific continuing training to meet the demands of school inclusion is a constant challenge for psychologists. Oliveira and Moraes Silva (2019) highlight the importance of training programs that address not only theoretical but also practical aspects of inclusion, allowing psychologists to develop effective strategies for intervention and assessment.

Grandchild *et al.* (2024) highlight that despite significant advances in promoting school inclusion, psychologists still face considerable challenges, ranging from the lack of adequate resources and infrastructure to the need to promote a change in culture within schools. To overcome these obstacles, it is essential that professionals in the field are engaged in a continuous process of learning and adaptation, exploring new educational methodologies and technologies that can facilitate inclusion. Furthermore, collaboration between psychologists, educators, families and the community in general is important for the development of sustainable inclusive practices. In the future, school psychology is expected to continue to evolve, incorporating an integrated approach, which recognizes the diversity of students as an opportunity to enrich the educational process, instead of seeing it as a challenge.

This excerpt highlights that, despite the challenges, there is a positive and proactive vision for the future of the industry, school inclusion and educational psychology. The emphasis on interdisciplinary collaboration and the development of innovative practices are seen as promising ways to overcome current difficulties.

In short, the challenges faced in school inclusion demand from psychologists not only technical skills, but also creativity, persistence and a strong willingness to work collaboratively. Future perspectives point to greater integration between theory and practice, with an increasing emphasis

in the use of evidence-based approaches and the recognition of diversity as an essential value in the educational process. Therefore, it is expected that school psychology and inclusion practices will continue to evolve, contributing significantly to the development of fairer and more accessible educational systems for all.

FINAL CONSIDERATIONS

Throughout this work, it was possible to explore the complexity of the psychologist's role in promoting school inclusion, as well as the strategies, challenges and future perspectives related to this topic. The literature review indicated that the psychologist's role is fundamental for the development and implementation of inclusive educational practices that meet the needs of all students, especially those with special needs.

The theoretical foundation on the concept of school inclusion and Brazilian legislation and public policies revealed a growing commitment to creating an educational system that values diversity and promotes equal opportunities. The analysis highlighted the importance of understanding school inclusion not just as a challenge, but as an opportunity to enrich the educational environment.

With regard to school inclusion practices, the need for comprehensive psychological assessments and personalized interventions that consider the particularities of each student was evident. The continued training of psychologists and interdisciplinary collaboration emerged as essential elements for the effectiveness of these interventions. Case studies and successful examples provided evidence of the possibilities and positive impact of well-designed inclusion programs and projects.

However, achieving effective school inclusion still faces several obstacles. The challenges identified highlight the need for adequate resources, cultural changes in schools and greater support for the training and professional development of school psychologists. Despite these challenges, future perspectives for the area of school psychology and inclusion are promising, pointing to a continuous evolution of practices and approaches that can significantly contribute to quality education for all.

In conclusion, this work reinforces the idea that school inclusion is a continuous and collaborative process, which requires the active involvement of psychologists, educators, families and the community. By promoting an inclusive educational environment, it is possible to not only meet the individual needs of students, but also enrich the educational experience as a whole. Therefore, it is essential that efforts to improve school inclusion and the role of psychologists in this context are maintained and intensified, aiming to build a fairer and more inclusive society.

REFERENCES

BENITEZ, P.; DOMENICONI, C. Psychologist's role in the school inclusion of students with autism and intellectual disabilities. *School and Educational Psychology*, v. 22, no. 1, Apr 2018. DOI: 10.1590/2175-35392018013926. Available at: <https://www.scielo.br/j/pee/a/YXH3vPxbBQqf3yqbdFT9nJK/>.

BENITEZ, P.; DOMENICONI, C. School Inclusion: the Role of Brazilian Educational Agents. *Psychology: Science and Profession*, v. 35, no. 4, Dec 2015. DOI: 10.1590/1982-3703000652014. Available at: <https://www.scielo.br/j/pcp/a/GLNn9rqqbhHtrkdn8sFKkfM/?lang=pt>.

BRAZ-AQUINO, FS; FERREIRA, IRL; CAVALCANTE, LA Conceptions and Practices of School Psychologists and Teachers regarding School Inclusion. *Psychology: Science and Profession*, v. 36, no. 2, Apr-Jun 2016. DOI: 10.1590/1982-3703000442014. Available at: <https://www.scielo.br/j/pcp/a/jxXzcs9QhKWRJHg-QYNgV4q/>.

9

NETO, GS; COSTA, HMS; LEAL, SI; SOUSA, GM The Role of the School Psychologist in the Inclusion Process of Children with Autism Spectrum Disorder: A Bibliographic Review. *FESA Scientific Magazine*, v. 3, no. 13, p. 26–42, 2024. DOI: 10.56069/2676-0428.2024.362. Available in: <https://revistafesa.com/index.php/fesa/article/view/362>.

OLIVEIRA, DFS; MORAES SILVA, VG The role of psychology in school inclusion: literature review. *FAM Academic Works Magazine*, v. 4, no. 1, 2019. Available at: <https://faculdadedeamericana>.

