



TITLE: PSYCHOLOGY AND SOCIAL INCLUSION OF STUDENTS WITH DISABILITIES: THE PSYCHOLOGIST'S ROLE IN INCLUSIVE EDUCATION

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ABSTRACT (upto 300 words)

In recent years we have been following the growing concern of psychology with education. Thus, the performance of the School / Educational Psychologist in the scope of education is summarized in multiple works, from research, diagnosis and preventive interventions in group and individually. In this sense, the purpose of this study is to identify how the performance of the school psychologist in the scope of inclusive education in a municipality in the interior of Minas Gerais. We conducted, therefore, a field research with five psychologists who work in the school context of the municipal school network. The psychologists answered a structured questionnaire that addressed the psychologist's role in inclusive education as well as their forms of action. In the analysis of the data, we describe and discuss the empirical material collected through interviews and finally, in the final considerations, we highlight the contributions of school psychology to the inclusion of people with disabilities in schools, indicating that the work of this professional should cover students, family members, even the school staff.

BIOGRAPHY (upto 200 words)

Doctoral student in Developmental and School Psychology, UnB, Master in Education from the Federal University of Goiás-UFG, School and Clinical Psychologist, professor of the Psychology and Administration course at the University of Rio Verde/GO. She has experience in the area of School Psychology: in the scope of inclusive education, Cognitive Psychology and Mental Health. Worked in Family Health Strategies - ESF; as a Clinical Psychologist and Municipal Technical Reference for Mental Health. She held the position of Municipal Coordinator of Inclusive Education in the municipality of Montividiu and develops research and studies in the areas of educational/school psychology; inclusive school psychology and inclusive education.



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