ESTUDOS DE PSICOLOGIA
Psychological Studies

RESEARCH REPORT

School and Educational Psychology

Editor
Raquel Souza Lobo Guzzo

Support
Fundação de Amparo à Pesquisa do Estado de Goiás (Process No. 202110267000713).

Conflict of interest
The authors declare that there is no conflict of interest.

Data availability
The research data are openly available in the Programa de Pós-Graduação em Psicologia da Universidade Federal de Goiás repository at: http://repositorio.bc.ufg.br/tede/handle/tede/14332.

Received
March 31, 2025

Final version
August 8, 2025

Approved
September 2, 2025

School Psychology and public policy: analysis of legislation in the state of Goiás

Psicologia Escolar e políticas públicas: análise de legislações do estado de Goiás

Felipe Kazuo da Mata **Nakamura**[1], Alba Cristhiane **Santana**[1]

[1] Universidade Federal de Goiás, Faculdade de Psicologia, Programa de Pós-Graduação em Psicologia. Goiânia, GO, Brasil. Correspondence to: F. K. M. NAKAMURA. E-mail: <felipe.nakamura@outlook.com>.

Article based on the dissertation by F. K. M. NAKAMURA, entitled "*Psicologia Escolar e Políticas Públicas: Significação sobre inserção e atuação profissional*". Universidade Federal de Goiás, 2023.

How to cite this article: Nakamura, F. K. M., & Santana, A. C. (2026). School Psychology and public policy: analysis of legislation in the state of Goiás. *Estudos de Psicologia* (Campinas), *43*, e15279. https://doi.org/10.1590/1982-0275202643e15279

Abstract

This article aims to discuss School Psychology and public policies, drawing on a documentary analysis of legislation addressing the inclusion and role of psychologists in basic education in the state of Goiás, Brazil. The study, which adopts a qualitative approach and is grounded in historical-dialectical materialism, analyzed legislation concerning the role of school psychologists. These documents were systematically mapped out from the website of the Legislative Assembly of Goiás in December 2024. The identified laws were categorized according to the modalities of professional practice, allowing for an examination of the conceptions regarding the psychologist's role in education. Eight state laws (2016–2024) were identified that direct the work of school psychologists toward guidance, clinical care, assessment, and vocational counseling. While these laws recognize the importance of Psychology in the educational context, they convey diverse conceptions, some of which diverge from current debates in the field of School Psychology. The analyzed legislation highlights the need for more specific guidelines concerning the inclusion and practice of school psychologists, aligned with the perspective of School Psychology.

Keywords: Education, primary and Secondary; Legislation; Public Policy; Psychology, Educational.

Resumo

O objetivo deste artigo é apresentar uma discussão sobre a Psicologia Escolar e as políticas públicas, com base em uma pesquisa de análise documental de legislações que abordam a inserção e atuação da (o) psicóloga (o) na educação básica no Estado de Goiás. A pesquisa, de base qualitativa, fundamentada no materialismo histórico-dialético, analisou legislações sobre a atuação da(o) psicóloga(o) escolar, mapeadas digitalmente no site da Assembleia Legislativa de Goiás em dezembro de 2024. Foram identificadas leis, categorizadas conforme as formas de atuação, permitindo a análise das concepções sobre o trabalho na educação. Foram identificadas oito leis estaduais (2016-2024) que direcionam a atuação de psicólogas(os) escolares para orientação,

CC BY

atendimento clínico, avaliação e orientação vocacional. As legislações reconhecem a importância da Psicologia no contexto educacional, mas apresentam concepções diversas, algumas das quais contrastam com as discussões atuais em Psicologia Escolar. As legislações analisadas apontam a necessidade de diretrizes mais específicas para a inserção e atuação das(os) psicólogas(os) escolares, alinhadas à perspectiva da Psicologia Escolar.

***Palavras-chave**: Ensino fundamental e médio; Legislação; Política pública; Psicologia educacional.*

Studies on educational public policies within the field of School Psychology have been growing in Brazil over the past 30 years, driven both by the characteristics of the country's political landscape and by critical discussions on the objectives and principles of Psychology in education (M. P. R. Souza, 2010).

Scholars such as Guzzo et al. (2014) highlight the importance of greater conceptual clarity in Psychology regarding public policies. To understand the structure and the process of implementing public policies, it is necessary to analyze the foundations that guide political decisions and governmental practices. Such an understanding makes it possible to shed light on the role of public policies and their repercussions across different fields, including School Psychology.

There are multiple connotations attributed to public policies, but according to C. Souza (2006), these interpretations converge on the central notion of state action – that is, they focus on the study of the State in action, linked to governmental execution with some degree of social impact or transformation. This perspective presents public policy as a dynamic field, in which collective and individual interests collide, revealing both challenges and possibilities for organizing social life. From this standpoint, public policies are seen as responsible for defining strategies, guidelines, and practices that affect essential areas such as education, health, security, and social assistance, thereby directly impacting people's daily lives (Lima et al., 2021).

To strengthen the debate on public policies, it is important to situate them within the context of a capitalist society and the movement of social forces, as argued by Yamamoto and Oliveira (2014) and Evangelista and Shiroma (2019). These authors contend that the capitalist State conceives public policies based on a neoliberal ideology, which seeks to embed its interests of regulation and maintenance of its functioning within such policies.

The conceptual diversity regarding public policies becomes even denser when situated within the Brazilian historical context, where public policies not only express administrative guidelines but also result from social, economic, and political disputes around the recognition of rights. Romagnoli (2022) points out that the consolidation of public policies in Brazil gained momentum with the promulgation of the 1988 Federal Constitution, which marked the pursuit of a democratic framework for guaranteeing fundamental rights to the entire population, especially to historically marginalized groups. In this context, public policies emerged as an expression of struggles for social justice and the realization of rights, particularly for populations in situations of vulnerability (Romagnoli, 2022).

The complexity of defining public policies as an object of study is intertwined with the characteristics of historical and social contexts, shaped by antecedents that go beyond their practical and theoretical application. As Spink (2018) notes, public policies are influenced by various factors, which renders their analysis multifaceted.

Psychology, more broadly, entered the debate on this theme during the consolidation of public policies in Brazil in the 1990s, as observed by Yamamoto and Oliveira (2010). This inclusion was driven by criticisms directed at Psychology regarding its purposes and social role. In the case of School Psychology, the proposal of critical revisionism in the field broadened its scope and

incorporated new themes, among them educational public policies (Bauchspiess & Pedroza, 2020; Candeira et al., 2020; Silva & Silva, 2020). M. P. R. Souza (2010) observes that the critical movement regarding School Psychology led to an understanding of the school through its historical, social, and cultural constituents, thereby incorporating the context of educational public policies into research in the area.

An essential aspect in establishing the link between public policies and School Psychology is to consider the significant number of laws that generate demands within the educational environment and that directly or indirectly address the inclusion and role of psychologists. Thus, the focus of this study is educational public policies, which stand out as the most impactful for the field, since they are directly related to praxis and the professional context of the category. However, it is important to acknowledge that policies in other sectors[2] also interact considerably with School Psychology.

In this regard, Mitjáns Martínez (2017) emphasizes that educational public policies play a fundamental role in transforming the educational field, as they can promote structural, organizational, and subjective changes. In addition to enabling changes in school dynamics, these policies also reflect disputes and different conceptions of educational phenomena, which includes perceptions of the role of school psychologists.

Understanding educational public policies and the possibilities for participation in their formulation and implementation can strengthen the work of school psychologists. As emphasized by Gonçalves (2010), Pereira Neto et al. (2020), and Romagnoli (2022), the participation of Psychology is essential for the defense and development of policies that affect several social sectors. In education, specifically, educational policies directly influence institutional and professional practices.

It is worth noting that reflecting on Psychology in education brings into focus the complex situation of School Psychology in the Brazilian context, particularly the difficulty of integrating psychologists into the educational setting. This discussion is grounded in the understanding that public policies can foster mediating actions in validating and ensuring the presence of Psychology professionals in Brazilian public education.

Currently, in our context, Federal Law No. 13,935, enacted on December 11, 2019, provides for the inclusion of psychologists and social workers in the public basic education system. However, the issue of its regulation and implementation is still unfolding in different ways and at different paces across the country (Dimenstein et al., 2024).

Public policies also reveal tensions between capital and labor, functioning as a field of dispute between narratives and conceptions, in which antagonistic and often contradictory perspectives are expressed (Evangelista & Shiroma, 2019). This tension is observed by Santana (2019), who demonstrates the existence of different official documents that, above all, present challenges to the role of school psychologists, as they contain contrasting expectations and approaches to their professional practice.

As indicated by Guzzo et al. (2012), the presence and active participation of school psychologists in spaces dedicated to the discussion and development of public policies can provide elements for understanding the obstacles and impasses related to the inclusion of Psychology professionals in the public education system. In addition, Yamamoto and Oliveira (2014, p. 22) emphasize, regarding public policies, that "the necessity and importance of this type of study is

[2] Wanderley et al. (2020) argue that in the Brazilian context, sectorization by area has historically been a constitutive part of public policies in the country, encompassing education, health, security, social assistance, and so on.

indisputable; constant reflection on its characteristics and directions is one of the requirements for a profession to achieve social legitimacy".

In summary, the context presented here leads us to recognize both the importance and complexity of educational public policies for understanding the school and the educational process, as well as their role as a supportive element for school psychologists in critically grounded professional practices. We argue and justify, therefore, that public education is the space in which School Psychology can most broadly reach the population and society, as Martín-Baró (1996, p. 23) advocates: "it is urgent to adopt the perspective of the popular majorities". With this in mind, we direct our study toward educational public policies, understood as a possible path for legitimizing the inclusion of school psychologists in public schools as education professionals.

Given the need to strengthen the links between School Psychology and public policies, as well as to reflect on the presence of school psychologists in public education, a study was carried out with the aim of investigating the possibilities and challenges posed by educational public policies for the inclusion and work of school psychologists in the state of Goiás, with an emphasis on the mapping and documentary analysis of laws addressing this issue.

In this study, we understand School Psychology as a field that seeks to promote and comprehend aspects related not only to teaching and learning, but also to the sociocultural and political dimensions that permeate education. From this perspective, School Psychology takes the educational processes and the school institution in their entirety as its object of investigation and intervention (Conselho Federal de Psicologia [CFP], 2019; Marinho-Araújo, 2014). Furthermore, Guzzo (2005) emphasizes that psychologists working in the educational context must maintain an ethical and political commitment, taking into account the well-being of the different actors that make up the school community.

According to Resolution No. 23/2022 (CFP, 2022) from the *Conselho Federal de Psicologia* (CFP, Federal Council of Psychology), professional practice in School Psychology encompasses a range of interdisciplinary actions with school participants, such as: psychological interventions in teaching and learning processes; support for the schooling of special education students; enhancement of interpersonal relationships in schools; professional guidance and career choice programs; development of curricula, pedagogical projects, and educational policies; continuing education for school professionals aimed at achieving educational objectives; and projects to address prejudice and violence in schools, among others. It is from this perspective of School Psychology that the present research was conducted.

Method

A qualitative documentary study was carried out, grounded in the perspective of historical-dialectical materialism. We present here a part of a master's research project that aimed to map and analyze federal, state, and municipal legislation from the state of Goiás, Brazil, that addresses, in some way, the inclusion and role of psychologists in basic education. This article presents the results pertaining to state legislation.

The purpose of the documentary analysis was to understand the conceptions of education and Psychology expressed in official discourses, identifying how these areas are articulated in educational regulations and guidelines, and observing their alignment with current discussions on the role of School Psychology. The documentary analysis was based on the understanding that documents are traces of human activity in particular historical and social contexts, representing

primary sources of research that can take various written or non-written forms. Documents allow for the incorporation of historical and temporal dimensions into the understanding of the social aspects under analysis (Cellard, 2008).

Research Context

According to Santana (2019), in the state of Goiás, the inclusion of school psychologists occurs in different contexts, covering basic education in the federal, state, municipal, and private school networks, as well as higher education. Insertion in different contexts involves varied working conditions and modalities of practice, not always adequate or coherent with the definitions of the field (CFP, 2019; 2022).

With respect to the state school system in Goiás, the research of Santana (2004; 2019) and Rodrigues and Pedroza (2012) shows the presence of professionals working at the *Secretaria da Educação* (SEDUC, State Department of Education) since the 1980s, both under temporary service contracts and as tenured public servants, most of them assigned to functions outside their original role. These studies indicate that, over the years, there has been a decrease in the number of psychologists working at SEDUC, due to the predominance of temporary contracts and the absence of specific public service entrance exams for psychologists in education, resulting in the reduction and/or elimination of positions.

Psychologists in SEDUC primarily worked in multidisciplinary teams focused on supporting inclusion, carrying out activities such as providing guidance to teachers, students, and families of students in special education. The service followed an itinerant model, with each team responsible for a group of three to 10 schools, through periodic visits (Santana, 2019).

In 2023, the Government of the State of Goiás, through SEDUC, contracted the Hortense Institute, a private non-profit institution, to provide socio-emotional education services to the state public school system of Goiás (Contract No. 058/2023, available at https://transparencia.go.gov.br/contratos/). The contract requires the participation of at least 83 psychologists and 40 social workers to provide the service. The justification for hiring the private institution was compliance with Federal Law No. 13.935/2019. Thus, the work of psychologists at SEDUC/GO is currently contracted and coordinated by this institution and continues to follow the itinerant model, organized into multidisciplinary teams.

Mapping of Legislation

The mapping of legislation was carried out digitally through a search on the website of the Legislative Assembly of the State of Goiás in December 2024. The following descriptors were used in the search field: psychologist, psychological, and psychology, regardless of year, with results refined to include only laws. The laws were then read, and those meeting the inclusion criteria were selected: the law should address either the inclusion of psychologists in education or the activities and projects developed by these professionals in educational contexts, and it had to be available for online reading or download. Laws that had been repealed or replaced were excluded from the sample.

Document Analysis Procedure

The procedure for analyzing the legislation was guided by the proposal of Evangelista and Shiroma (2019), which adopts a Marxist theoretical perspective to investigate documents and

educational policies, aiming to reveal the historical proposals and conceptions intrinsic to them. This approach seeks to identify how documents and educational policies align with or confront the bourgeois hegemonic project and its impact on class struggle and on building a society beyond the capitalist mode of production.

The structure, form, and content of the documents were examined in detail, allowing for the selection of units of analysis and the construction of categories or thematic axes. The analysis involved identifying key concepts, recurring terms, and axes of argumentation, which were then grouped according to their objectives and proposals, based on the recurring themes found in the texts (Evangelista & Shiroma, 2019).

From this process, an analytical axis entitled "Perspectives of Professional Practice" was developed, comprising four areas of professional activity: thematic guidance, vocational guidance, clinical care, and psychological assessment.

Results

In the mapping process, eight state laws were identified, covering norms issued between 2016 and 2024. It is noteworthy that half of these laws were published in 2023, highlighting a concentration in that year. Table 1 shows the characterization of the laws.

Table 1
Characterization of the Laws

Number / Year	Summary	Relationship with Psychology
19,293/2016	Establishes the Statute of the Child and Adolescent Awareness Week.	Provides that psychologists guide teachers in identifying symptoms and behaviors indicative of sexual violence against children and adolescents.
20,616/2019	Establishes the State Vocational Guidance Week – "Getting to Know the Professions".	Provides for the application of vocational tests by Psychology professionals.
20,531/2019	Establishes the State Policy for the Prevention of Violence Against Education Professionals and Students: sets measures and procedures for cases of violence.	Provides psychological support for victims of violence in the school environment.
21,790/2023	Establishes, within the State of Goiás, the Digital Education Policy in Schools – Digital Citizenship and other provisions.	Provides for actions by psychologists to guide teachers on how to deal with cyberbullying and with students' exposure on the internet.
21,881/2023	Establishes the State Policy for the Prevention and Combat of School Violence.	Provides care for students and teachers through psychological services, as well as actions by psychologists to improve the quality of the teaching-learning process, with the participation of the school community, parents, and guardians, in addition to mediating social and institutional relationships.
22,030/2023	Establishes the public educational policy of raising awareness, prevention, and combat of electronic games that induce, instigate, or assist children, adolescents, and young people to violence, self-harm, and suicide.	Provides for educational actions, especially seminars, lectures, workshops, brochures, videos, and discussion groups, as well as psychological and social assistance.
22,051/2023	Institutes Safe Internet Day in schools within the state of Goiás.	Provides for the monitoring of the event in schools by psychologists assigned by the Goiás Department of Education.
22,943/2024	Institutes the State Week of Awareness on Oppositional Defiant Disorder (ODD).	It provides for encouraging and making available psychological and educational assessment in public and private school networks, aiming at the early identification of students who show signs of ODD.

Initially, it is important to highlight that the research did not identify any legislation in the state of Goiás that addresses the inclusion of psychologists through the creation of positions or by establishing a requirement for their presence in education. Thus, the selected documents address the professional practice of psychologists in the educational context. The purpose of the axis

"Perspectives of Professional Practice" was to highlight and explore the content of the legislation related to the different modalities of work and responsibilities of psychologists in education.

It is observed that half of the policies establish "awareness weeks" or orientation weeks on certain themes, based on a limited perspective of complex phenomena that permeate the school context. The other proposals refer to the establishment of state policies related in some way to situations of violence in the school environment, encompassing prevention, intervention, and combat, as well as including digital education and electronic games that "induce" young people to violence.

To better understand the legislation, the documents were organized according to the modalities of practice expressed in the policy proposals, with the aim of enabling an analysis of the conceptions attributed to school psychologists, as shown in Table 2 below.

Table 2
Perspectives of Professional Practice

Thematic Guidance	Vocational Guidance	Clinical Care	Psychological Assessment
19,293/2016	20,616/2019	20,531/2019	22,943/2024
21,790/2023		21,881/2023	
20,030/2023			
22,051/2023			

Each proposed segment indicates the mode of practice referenced in the documents. The eight state laws analyzed direct the work of school psychologists toward guidance, care, and assessment actions, covering issues related to violence, behavioral disorders, and professional "vocation".

Discussion

The analysis of state legislation highlights proposed actions in School Psychology that are directed toward specific interventions and appear to value the presence of psychologists in education. However, they demonstrate limited and fragmented conceptions of professional practice, often detached from the complexity of school contexts.

Legislation that proposes thematic guidance establishes actions for psychologists to train and guide teachers and the school community, specifically on topics related to violence, aiming to identify signs of sexual abuse, bullying, and cyberbullying. It is observed that the topics proposed in the legislation are relevant to school contexts; however, studies show that these topics require a broader approach that considers phenomena of violence and sexuality within discussions on prejudice, gender, power relations, and social vulnerability (Flôres et al., 2022; Gianordoli-Nascimento et al., 2021; Leite et al., 2021; Mezzalira et al., 2021). The way the policy addresses thematic guidance reduces the complexity of the issue to a presumed action capable of identifying sexual violence.

By reducing the complexity of the problem, educational policy emphasizes only the identification and specific guidance on particular topics, which limits the role of school psychologists. Checchia and Sawaya (2021) highlight that School Psychology can contribute to the continuing education of teachers through discussions on social and institutional factors that impact schooling. The legislation was observed to impose specific topics for guidance, disregarding that the school

context involves multiple issues that affect the educational process. Thus, the policies analyzed do not contribute to the creation of spaces for dialogue between teachers and psychologists to analyze and select topics to be addressed in continuing education.

Regarding Vocational Guidance, one piece of legislation proposes the application of a vocational test during the State Vocational Guidance Week, "Getting to Know the Professions". This perspective, with an emphasis on vocational tests, tends to neglect sociocultural, economic, and personal factors, as well as restricting the exploratory potential of guidance provided by school psychologists (T. O. Carvalho & Marinho-Araújo, 2010). Professional guidance is part of the responsibilities of School Psychology defined by the Federal Council of Psychology (CFP, 2022) and ensures access to programs for career choice in the school context, as defended by Ambiel et al. (2022). However, it is important to promote conditions that expand students' developmental opportunities, overcoming potential limitations generated by standardized tests. Thus, legislation reveals conceptions that may compromise the work of school psychologists.

The provision of psychological and educational assessment in schools is addressed in one piece of legislation, with the aim of diagnosing students with oppositional defiant disorder. This proposal reflects a psychometric and clinical-pathological conception that is historical and traditional in School Psychology (Campos & Jucá, 2010). The pathologization and medicalization of learning and behavioral difficulties have been widely criticized for reducing complex issues in the educational process to individual problems of biological or organic origin (Kranz & Campos, 2020; Scarin & Souza, 2020). This policy approach diverts attention from the educational and structural conditions that affect school performance, disregarding historical, sociocultural, economic, institutional, and pedagogical factors, reinforcing the idea that school challenges result exclusively from medical or psychological dysfunctions.

Finally, two pieces of legislation establish psychological services for victims of violence in the school context. The policy reveals conceptions that maintain an individualistic and assistance-focused role in School Psychology, with a view of the school psychologist's role as someone who conducts assessments and interventions within the medical model, as discussed by Facci and Barreto (2023). These propositions are distant from a School Psychology approach that addresses broader and more structural issues in the educational environment from an institutional and critical perspective.

The analysis of state legislation proposing the work of school psychologists in education reveals conceptions that present contradictions, situated within a social structure marked by inequalities and the predominance of capitalist logic. On the surface, the legislation seeks improvements in education and attempts to alleviate the negative impacts of the educational process on students and professionals in education but does not directly challenge the origins of these problems. These proposals operate in a field of constant tension between the aspiration for more equitable educational practices and the perpetuation of existing inequalities.

From this perspective, we understand that the proposals in the analyzed documents, despite their limitations, do not aim for structural change. As Mészáros (2008, p. 24, emphasis in original) analyzes, such policies:

> are admissible only with the sole and legitimate objective of *correcting* some defective detail of the established order, so that the fundamental structural determinations of society as a whole remain intact, in accordance with the unalterable requirements of the global logic of a given reproduction system.

From this viewpoint, the predominance of policies aimed specifically at the actions and activities of school psychologists in the school environment, especially in clinical practice

and thematic guidance, can be interpreted, as Guzzo et al. (2024) point out, as a reflection and reinforcement of capitalist logic. This model seeks to measure, categorize, and ultimately control individuals to better meet the demands of the market and production. The emphasis on identifying and diagnosing learning and/or behavioral disorders can reduce students and their experiences to categories and labels, diverting attention from the broader social and institutional structures that contribute to the emergence of these issues.

This logic aligns with Mészáros's (2008, p. 44) reflection, according to which "the crucial issue, under the rule of capital, is to ensure that each individual adopts as their own the objectively possible reproduction goals of the system". Education, when transformed into a commodity and a means of reproducing the workforce, becomes a strategic element of the State, which incorporates psychologists as part of an intervention to optimize this reproduction (Guzzo et al., 2024). Thus, psychological monitoring emerges as a mechanism to ensure that students adapt to the demands of the educational system and, consequently, to the functioning of the prevailing political-economic order.

The conception of the psychologist's practice in the analyzed policies is related to the meanings that society attributes to Psychology, based on a biomedical model that disregards educational, institutional, sociocultural, economic, and political factors. This conception directly influences how the school community understands and accepts the psychologist, generating objections to their role and insertion in the educational environment, since psychological services are often imagined as something that takes place in a medical office, for example.

This scenario can be understood in light of the predominant profile of Brazilian psychologists, who still preserve a strong influence of the clinical model in their training – a characteristic that continues to mark the field and is also reflected in popular imagination (Facci & Barreto, 2023; Souza Filho et al., 2023; Vieira & Caldas, 2022).

For Psychology to move closer to the needs of the educational field, it is also necessary that psychologists' training broaden its understanding of School Psychology practices and of educational public policies (Aquino et al., 2022; Matos & Rossato, 2020; Pondian Tizzei et al., 2023; Santos et al., 2020; M. P. R. Souza et al., 2024).

In the discussion of the legislation of the State of Goiás, it is also relevant to highlight that no proposals were found concerning the insertion of psychologists into the public education system, whether through the mandatory provision of psychological services or the creation of positions in the staff of public education. Since 2019, various scientific and professional Psychology organizations have debated and mobilized around the regulation of Federal Law No. 13,935/2019 in Brazilian states, focusing on advocating for the implementation of public service examinations. This movement must involve the entire professional category, since, as Gonçalves (2010) and Guzzo et al. (2014) argue, it is an increasingly urgent need for Psychology professionals to engage in the formulation of policies that aim to contribute to society, both through their professional work and their scientific production.

Poulantzas (1980) suggests that, even when public policies are formulated and implemented by representatives of the ruling class within the State, they may be coherent and, in some cases, even meet certain popular or public demands. This does not mean that the State is acting against the interests of the dominant group but that there may be moments when the interests of this group and those of other sectors of society may align, or at least not be in direct opposition. The author discusses that this possibility is correlated with the internal divergences within the elite itself and its

lack of homogeneity. Legislation dealing with School Psychology services illustrates this ambivalent relationship, as seen in Federal Law No. 13,935/2019, which resulted from collective struggle.

These aspects help us understand the contradictions observed in the analyzed legislation and how policies can mask class interests, functioning as instruments of hegemony. They maintain the established order through a balance between imposition and consent, while reinforcing the dominant ideology and shaping social perceptions of what is expected from School Psychology, for instance. Poulantzas (1980) discusses that public policies can also be used to neutralize conflicts, mitigating discontent through specific concessions and promoting divisions among social or class movements, thereby weakening collective action. In this sense, it is observed that some legislation is passed; however, it is weakened during the implementation process within the bureaucratic structure of the State, as seen in the case of Federal Law No. 13,935/2019.

Thus, the aforementioned contradictions manifest themselves particularly in the legislation found in the state of Goiás, since the existence of a public policy is not, in itself, a guarantee of Psychology's inclusion in schools or of proposals suited to the complexity of educational contexts. Nevertheless, as discussed by Santana (2019), the dialogue between Psychology and education within public policies enables an official discourse that contributes to the validation and legitimation of psychologists' presence in school contexts, as well as creating possibilities for the development of practices that support the educational process.

By framing political issues as merely technical or administrative, and by proposing individualized solutions to social problems – such as equating School Psychology services with the provision of so-called socioemotional education – the political actions observed in Goiás depoliticize debates and divert attention from structural causes. As noted in the mapping and analysis, there is a range of legislation focused on specific aspects of the educational process, particularly the issue of violence. Additionally, by addressing the symptoms rather than the causes of educational problems, these laws may reproduce and even reinforce existing social and economic relations, thereby perpetuating inequalities. This is not to disregard the positive impacts that public policies may have, but rather to highlight the importance of examining them contextually, considering their relationship with dynamics of power, class, and ideology in society.

Conclusion

The mapping and documentary analysis of laws that intersect Psychology and education revealed a legislative panorama in the state of Goiás. On the one hand, this panorama recognizes the importance of the presence of psychologists in the educational context, but on the other, it does not provide a clear or sufficiently structured path for their inclusion and practice, encompassing a diversity of activities that contrasts with the proposal on School Psychology put forward by the Federal Council of Psychology (CFP, 2019; 2022) and by contemporary academic literature (Facci & Barreto, 2023; Guzzo et al., 2012; Marinho-Araújo, 2014; Vieira & Caldas, 2022). The discourses contained in the documents indicate a need for more specific guidelines that may not only favor the inclusion of psychologists in schools, but also optimize their practice in a way that is consistent with the perspective established in the field of School Psychology.

Thus, it is essential to obtain a conceptual understanding of the role of school psychologists and School Psychology in order to establish conditions of inclusion that are coherent with psychological practice in the educational environment. This understanding involves recognizing the

importance of the category possessing a theoretical-methodological command of the field and the need to engage in dialogue with the community regarding this specialty in Psychology.

In addition, this reflection must necessarily encompass both initial and continuing education in Psychology, ensuring that professionals are prepared to act critically and in alignment with the demands of the educational context. This implies considering the guidelines of public policies, which orient both professional practice and the articulation of School Psychology with the guarantee of rights, the promotion of equity, and the overcoming of structural inequalities in the field of education.

Challenges emerge in the presence of disparities and misunderstandings regarding the work of school psychologists, especially in the drafting and implementation of legislation consistent with the school context. The social imaginary of Psychology, commonly linked to a clinical conception, stands out as an element to be considered and addressed in the formulation of public policies that effectively and representatively portray the role of these professionals in the school setting. Therefore, dialogue on the role of School Psychology is essential to break with the conception based on the clinical model and to promote a broader understanding of the work of these professionals in the educational environment.

In this sense, we understand the importance of future research focused on the role of School Psychology in the promotion of educational public policies in Goiás, involving the different actors who participate in policy development, as well as including possible articulations between Psychology and different sectors within the executive branch. It is also necessary to investigate factors related to the initial and continuing education of psychologists directed toward educational public policies.

By delving deeper into the analysis of public policies, we recognize that they may be presented as solutions to social problems and demands – such as the inclusion of Psychology professionals in education; however, they often serve to mask the interests and hegemony of the dominant class. We observe how educational public policies may serve to depoliticize and individualize issues that are, in their essence, collective and structural. By framing social and educational problems as issues that can be resolved through technical interventions or solutions focused on the individual, the State diverts attention from structural causes and inhibits mobilization for systemic change. Or, in other forms, it operates to bureaucratize the processes of implementing legislation that would truly serve popular interests.

References

Ambiel, R. A. M., Inácio, A. L. M., Galina, D. P. T., & Matias, T. S. (2022). Análise das ementas de orientação profissional em cursos de Psicologia: desafios atuais. *Psicologia Escolar e Educacional, 26*, e234849. https://doi.org/10.1590/2175-35392022234849

Aquino, F. S. B., Bezerra, H. J. S., Souza, B. F., Gomes, E. D. S., & Gomes, R. A. (2022). Formação continuada de psicólogas escolares: ampliando ações promotoras de desenvolvimento humano. *Revista Portuguesa de Educação, 35*(2), 246-262. https://doi.org/10.21814/rpe.21870

Bauchspiess, C., & Pedroza, R. L. S. (2020). Psicologia e políticas educacionais: estado do conhecimento nas pós-graduações do Distrito Federal (2006-2014). *Psicologia Escolar e Educacional, 24*. https://doi.org/10.1590/2175-35392020217565

Campos, H. R., & Jucá, M. R. B. L. (2010). O Psicólogo na escola: Avaliação da formação à luz das demandas do mercado. In S. F. C. Almeida (Org.), *Psicologia Escolar: ética e competência na formação e atuação profissional* (3a ed., pp. 37-56). Alínea.

Candeira, B. S., Carvalho, L. S., & Negreiros, F. (2020). O psicólogo escolar em políticas públicas no Piauí: Mapeamento e demandas. *Interação em Psicologia, 24*(3). https://doi.org/10.5380/riep.v24i3.67544

Carvalho, T. O., & Marinho-Araújo, C. M. (2010). Psicologia escolar e orientação profissional: Fortalecendo as convergências. *Revista Brasileira de Orientação Profissional, 11*(2), 219-228.

Cellard, A. (2008). A análise documental. In J. Poupart, J. P. Deslauriers, L. H. Groulx, A. Laperrière, R. Mayer, & A. Pires (Orgs.), *A pesquisa qualitativa*: *enfoques epistemológicos e metodológicos* (pp. 295-316). Vozes.

Checchia, A. K. A., & Sawaya, S. (2021). Contribuições da Psicologia Escolar para a formação de professores em universidades privadas paulistas. *Psicologia & Educação, 25*, e226497. https://doi.org/10.1590/2175-35392021226497

Conselho Federal de Psicologia (Brasil). (2019). R*eferências Técnicas para atuação de psicólogas(os) na Educação Básica* (2a ed.). CFP.

Conselho Federal de Psicologia (Brasil). (2022). Resolução nº 23, de 13 de outubro de 2022. Institui condições para concessão e registro de psicóloga e psicólogo especialistas; reconhece as especialidades da Psicologia e revoga as Resoluções CFP nº 13, de 14 de setembro de 2007; nº 3, de 5 de fevereiro de 2016; nº 18, de 5 de setembro de 2019. *Diário Oficial da União*. https://www.in.gov.br/en/web/dou/-/resolucao-n-23-de-13-de-outubro-de-2022-437945688

Dimenstein, M., Oliveira, I. F., & Guzzo, R. S. L. (2024). Políticas públicas, garantia de direitos e justiça social: 50 anos de incidência política do CFP. *Psicologia: Ciência e Profissão,* 44(spe1), e287228. https://doi.org/10.1590/1982-3703003287228

Evangelista, O., & Shiroma, E. O. (2019). Subsídios teórico metodológicos para o trabalho com documentos de política educacional: Contribuições do Marxismo. In G. S. Cêa, S. M. Rummert, & L. D. Gonçalves (Orgs.). *Trabalho e educação*: *interlocuções marxistas*. (pp. 83-120). Editora da FURG.

Facci, M. G. D., & Barreto, M. A. (2023). Formação em psicologia para atuar nas escolas. *Educação, 48*(1), e96. https://doi.org/10.5902/1984644469881

Flôres, F. N., Visentini, D. M., Faraj, S. P., & Siqueira, A. C. (2022). Cyberbullying no contexto escolar: A percepção dos professores. *Psicologia Escolar e Educacional, 26*, e226330. https://doi.org/10.1590/2175-35392022226330

Gianordoli-Nascimento, I. F., Oliveira, F. C., Vinhal, L. P. R., & Motti, G. L. (2021). Cibercultura em questão: reflexões acerca da formação em Psicologia. *Psicologia Escolar e Educacional, 25*, e233959. https://doi.org/10.1590/215353920212339 59

Gonçalves, M. G. M. (2010). *Psicologia, subjetividade e políticas públicas*. Cortez.

Guzzo, R. S. L. (2005). A escola amordaçada e o compromisso do psicólogo com este contexto. In A. B. Martinez (Org.), *Psicologia escolar e compromisso social* (4a ed., pp. 17-30). Editora Alínea.

Guzzo, R. S. L., Kawamura, E. A., Filho, A. E., & Baima, L. (2024). The daily struggle for social change: Psychology as politics. *Annual Review of Critical Psychology, 18*, 1131-1146.

Guzzo, R. S. L., Mezzalira, A. S. C., & Moreira, A. P. G. (2012). Psicólogo na rede pública de educação: embates dentro e fora da própria profissão. *Psicologia Escolar e Educacional, 16*(2), 329-338.

Guzzo, R. S. L., Mezzalira, A. S. C., & Moreira, A. P. G. (2014). Desafios, ameaças e compromissos para os psicólogos: as políticas públicas no campo educativo. In I. F. Oliveira & O. H. Yamamoto (Orgs.), *Psicologia e Políticas Sociais: temas em debate* (pp. 215- 238). EDUFPA.

Kranz, C. R., & Campos, H. R. (2020). Educação especial, psicologia e políticas públicas: o diagnóstico e as práticas pedagógicas. *Psicologia Escolar e Educacional, 24*, e218322. https://doi.org/10.1590/2175-35392020218322

Leite, F., Alberto, M. F. P., & Santos, D. P. (2021). Atuação em psicologia escolar: intervenções com profissionais sobre educação sexual. *Psicologia Escolar e Educacional, 25*, e231489. https://doi.org/10.1590/2175-35392021231489

Lima, L. L., D'Ascenzi, L., Lui, L., & Aguiar, R. B. (2021). Políticas públicas e desenvolvimento: uma proposta de modelo de análise. Urbe. *Revista Brasileira de Gestão Urbana, 13*, e20210048. https://doi.org/10.1590/2175-3369.013.e20210048

Marinho-Araujo, C. M. (2014). Intervenção Institucional: ampliação crítica e política da atuação em psicologia escolar. In R. S. L. Guzzo (Org.), *Psicologia Escolar*: *desafios e bastidores da educação pública* (pp. 153-176). Editora Alínea.

Martín-Baró, I. (1996). O papel do Psicólogo. *Estudos de Psicologia* (Campinas), *2*(1), 7-27.

Matos, C. A., & Rossato, M. M. (2020). A dimensão subjetiva da profissão de psicólogo escolar: desafios aos processos formativos. *Psicologia Escolar e Educacional, 24*, e220140. https://doi.org/10.1590/2175-35392020220140

Mészáros, I. (2008). *A educação para além do capital* (2a ed.). Boitempo.

Mezzalira, A. S. C., Fernandes, T. G., & Santos, C. M. L. (2021). Os desafios e as estratégias da Psicologia Escolar no enfrentamento do bullying. *Psicologia Escolar e Educacional, 25*, e237016. https://doi.org/10.1590/2175-35392021237016

Mitjáns Martínez, A. (2017). O Psicólogo Escolar e os processos de implantação de políticas públicas: atuação e formação. In H. R. Campos (Org.), *Formação em Psicologia Escolar*: *realidades e perspectivas* (2a ed., pp. 95-117). Alínea.

Pereira Neto, A. A., Carvalho, L. S., & Negreiros, F. (2020). O psicólogo escolar na gestão de políticas públicas de educação. *Perspectivas en Psicología, 17*(1), 51-61. http://perspectivas.mdp.edu.ar/revista/index.php/pep/article/view/476

Pondian Tizzei, R., Campelo, W. V., Fabiana Casagrande, C., & Cristina de Oliveira, B. (2023). Formação do estudante de Psicologia frente às queixas escolares de escolas públicas. *PLURAL - Revista de Psicologia UNESP Bauru*, 2, e023001. https://doi.org/10.59099/prpub.2023.25

Poulantzas, N. (1980). *O Estado, o poder, o socialismo*. Edições Graal.

Rodrigues, L. G., & Pedroza, R. L. S. (2012). Psicologia na educação: panorama da psicologia em escolas públicas de Goiânia. *Inter-Ação, 37*(2), 381-395.

Romagnoli, R. C. (2022). Psicologia brasileira e políticas públicas: capturas e resistências. *Psicologia: Ciência e Profissão, 42*(spe), e262850. https://doi.org/10.1590/1982-3703003262850.

Santana, A. C. (2004). Psicologia escolar para que? In M. V. Cupolillo & A. O. B. Costa (Orgs.), *A psicologia e o diálogo com a educaçã*o (pp. 35-50). Editora Alternativa.

Santana, A. C. (2019). A Psicologia Escolar em Goiás: políticas públicas e possibilidades de inserção profissional. In A. C. Santana. (Org.), *Psicologia escolar, políticas públicas, práticas e formação profissional* (pp. 15-37). Editora Espaço Acadêmico.

Santos, E. A., Silva, N. S., Gomes, A. R., & Aquino, F. S. B. (2020). Percepções de graduandos de Psicologia acerca do trabalho do psicólogo escolar e educacional. *Psicologia*: *Ciência e Profissão, 40*, e189579. https://doi.org/10.1590/1982-3703003189579

Scarin, A. C. C. F., & Souza, M. P. R. (2020). Medicalização e patologização da educação: desafios à psicologia escolar e educacional. *Psicologia Escolar e Educacional, 24*, e214158.

Silva, B. M. C., & Silva, S. M. C. (2020). Novo Mais Educação: um olhar da psicologia escolar e educacional para as políticas públicas. *Revista de Psicologia da UNESP, 8*(3), 737-751. https://doi.org/10.17564/2316-3828.2020v8n3p737-751

Souza Filho, J. A. Lavor, T. L., Queiroz, A. A., Araújo, T. D., Pereira, L. C. H., Costa, É. A. G. A., Miranda, L. L., & Barros, J. P. P. (2023). Notas sobre a formação do psicólogo escolar/educacional: revisão sistemática de 2009-2019. *Psicologia Escolar e Educacional, 27*, e243249. https://doi.org/10.1590/2175-35392023-243249

Souza, C. (2006). Políticas Públicas: uma revisão da literatura. *Sociologias, 8*(16), 20-45.

Souza, M. P. R., Leirner, T. G., & Thomaz, V. V. M. (2024). Formação do psicólogo escolar e educacional latino-americano em periódicos científicos. *Psicologia Escolar e Educacional, 28*, e268217. https://doi.org/10.1590/2175-35392024-268217

Souza, M. P. R. (2010). Psicologia Escolar e políticas públicas em Educação: desafios contemporâneos. *Em Aberto, 23*(83), 129-149. https://doi.org/10.24109/2176-6673.emaberto.23i83.2255

Spink, P. K. (2018). Psicologia e Políticas Públicas. In M. P. Cordeiro., B. Svartman, & L. V. Souza. (Orgs.), *Psicologia na Assistência Social: um campo de saberes e práticas*. (pp. 13-31). Universidade de São Paulo.

Vieira, D., & Caldas, R. F. L. (2022). Psicologia escolar: Interlocução entre as referências técnicas e publicações de práticas. *Psicologia Escolar e Educacional, 26*, e241884. https://doi.org/10.1590/2175-35392022-241884

Wanderley, M. B., Martinelli, M. L., & Paz, R. D. O. (2020). Intersetorialidade das Políticas Públicas. *Serviço Social & Sociedade, 137*, 7-13. https://doi.org/10.1590/0101-6628.198

Yamamoto, O. H., & Oliveira, I. F. (2014). Definindo o Campo de Estudo: as Políticas Sociais Brasileiras. In I. F. Oliveira & O. H. Yamamoto (Orgs.), *Psicologia e Políticas Sociais: temas em debate* (pp. 21-46). EDUFPA.

Yamamoto, O. H., & Oliveira, I. F. (2010). Política Social e Psicologia: uma trajetória de 25 anos. *Psicologia: Teoria E Pesquisa, 26*(spe), 9-24. https://doi.org/10.1590/S0102-37722010000500002

Contributors

Conceptualization, Methodology, Visualization, and Writing – review & editing: F. K. M. NAKAMURA and A. C. SANTANA. Investigation and Writing – original draft: F. K. M. NAKAMURA.