


THE TRAINING OF PSYCHOPEDAGOGUES IN BRAZIL: ETHICAL COMMITMENT, MULTIDISCIPLINARITY AND CONTEXTUAL PLURALITY**A FORMAÇÃO DOS PSICOPEDAGOGOS NO BRASIL: COMPROMISSO ÉTICO, MULTIDISCIPLINARIDADE E PLURALIDADE CONTEXTUAL****LA FORMACIÓN DE PSICOPEDAGOGOS EN BRASIL: COMPROMISO ÉTICO, MULTIDISCIPLINARIEDAD Y PLURALIDAD CONTEXTUAL** <https://doi.org/10.56238/sevened2025.022-012>**Ângela Mathylde Soares¹ and Neide de Aquino Noffs²****ABSTRACT**

The training of educational psychologists in Brazil demands the articulation of interdisciplinary knowledge, ethical practice, and sensitivity to regional realities. This article investigates the constitution of the psychopedagogical field and the educational demands for professionals who operate in clinical, institutional, community, and educational contexts. Based on a multidisciplinary theoretical framework and a critical perspective, this study analyzes the challenges and possibilities of psychopedagogical training in Brazil, highlighting the integration between theory and practice, the commitment to inclusion, and the appreciation of cultural and territorial singularities.

Keywords: Psychopedagogy. Professional training. Multidisciplinarity. Ethical practice. Regional diversity.

RESUMO

A formação do psicopedagogo no Brasil exige articulação entre saberes interdisciplinares, prática ética e sensibilidade às realidades regionais. Este artigo investiga a constituição do campo psicopedagógico e as exigências formativas dos profissionais que atuam em contextos clínicos, institucionais, comunitários e educacionais. Com base em referencial teórico multidisciplinar e perspectiva crítica, analisam-se os desafios e potencialidades da formação psicopedagógica no país, destacando a articulação entre teoria e prática, o compromisso com a inclusão e a valorização das singularidades culturais e territoriais.

Palavras-chave: Psicopedagogia. Formação profissional. Multidisciplinaridade. Prática ética. Diversidade regional.

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RESUMEN

La formación de psicopedagogos en Brasil requiere articulación entre conocimientos interdisciplinarios, práctica ética y sensibilidad a las realidades regionales. Este artículo investiga la constitución del campo psicopedagógico y las demandas de formación de los profesionales que actúan en contextos clínicos, institucionales, comunitarios y educativos. A partir de un marco teórico multidisciplinario y una perspectiva crítica, se analizan los desafíos y potencialidades de la formación psicopedagógica en el país, destacando la articulación entre teoría y práctica, la apuesta por la inclusión y la valorización de las singularidades culturales y territoriales.

Palabras clave: Psicopedagogía. Formación profesional. Multidisciplinariedad. Práctica ética. Diversidad regional.



INTRODUCTION

Psychopedagogy, as a field of intersection between knowledge and practices, emerges from a historical context of concerns about school failure and barriers to learning. In Brazil, their training still lacks unified and systematized regulations, which imposes challenges both to the consolidation of professional identity and to interventional practices. In this scenario, the training of the psychopedagogue requires not only technical and theoretical knowledge, but an ethical position in the face of the sociocultural singularities of the subjects with whom he interacts.

The epistemological diversity of the field requires a multi and interdisciplinary education, which articulates neuroscience, psychoanalysis, pedagogy, psychology, linguistics, speech therapy, among other domains of knowledge. In this intersection, the psychopedagogue needs to be trained to work in complex and plural contexts, from school institutions to clinical and community environments. More than that, it needs to be able to produce situated knowledge, attentive to the territorial, affective and ethical dimensions that permeate the learning processes.

In view of this, this article proposes a reflection on the paths and challenges of psychopedagogical training in Brazil, focusing on five fundamental dimensions: (1) the historical and theoretical construction of psychopedagogy in the country; (2) the knowledge necessary for professional practice; (3) the ethical-epistemological requirement of multidisciplinary; (4) the inclusion of regionalities and singularities in the training process; and (5) the clinical and socio-emotional dimension of the intervention. Based on these axes, it seeks to understand to what extent psychopedagogical training can constitute a transformative, inclusive and scientifically based practice.

THE CONSTRUCTION OF PSYCHOPEDAGOGICAL TRAINING IN BRAZIL

The emergence of psychopedagogy as a field of knowledge and practice occurs at the intersection between the sciences of education and health, in response to demands that go beyond the limits of the school and the traditional clinic. Historically, the focus of psychopedagogy has been on understanding learning difficulties, shifting the responsibility for school failure from the individual to the multiple factors involved in the educational process.

In Brazil, the institutionalization of psychopedagogy occurred mainly through lato sensu graduate courses, with diverse curricula, given the absence of an official regulation of the profession. This has resulted in heterogeneous training paths, which sometimes prioritize the clinical and sometimes the institutional aspect, reflecting the diversity of approaches and theoretical conceptions present in the field (Soares, 2023).



'According to Imbernón (2011), consistent professional training requires a continuous process of critical reflection on practice, associated with a solid theoretical repertoire. In the case of psychopedagogy, this requirement translates into the need to train professionals who understand learning as a complex phenomenon, mediated by affective, cognitive, social, cultural and institutional factors.

Authors such as Alicia Fernandez (1990) and Jorge Visca contributed to the understanding of learning as a dialogical process, crossed by desire, by the subject's life history and by their family and school ties. Psychopedagogy, in this perspective, needs to train subjects capable of listening, interpreting and intervening in an ethical and creative way.

Psychopedagogical training in Brazil, therefore, is under constant construction, driven by daily practices and the demands of social reality. Its consolidation as a professional field involves the articulation between theory and practice, academic legitimation, and the political struggle for regulation and institutional recognition.

KNOWLEDGE NECESSARY FOR PROFESSIONAL ACTION: BETWEEN THEORY AND PRACTICE

Psychopedagogical performance requires a broad and integrated theoretical repertoire, which sustains practices that are grounded and responsive to the uniqueness of each subject in the learning process. The articulation between theory and practice is, therefore, a fundamental condition for the formation of ethical and competent professionals. The understanding of learning as a multidetermined process requires the psychopedagogue to master cognitive theories (such as Piaget, Vygotsky and Wallon), psychodynamic approaches (such as those proposed by Fernandez and Visca), fundamentals of neuroscience, language, psychomotricity and systemic theory.

More than accumulating content, education should provide the construction of a clinical and relational perspective, capable of identifying the subjective and social meanings implied in learning and not learning. As Noffs (2007) argues, it is essential to respect the subject's time, its symbolic marks and its conditions of entry into language and culture. Sensitive listening, empathetic posture and creativity in the construction of interventional devices constitute knowledge as relevant as technical knowledge. The training process should also emphasize the authorship of thought and the development of professional autonomy. This means creating spaces in which future psychopedagogues can live meaningful formative experiences, resignify practices, reflect collectively and develop skills for interdisciplinary work. Theory only becomes



alive when crossed by experiences, and practice only becomes transformative when sustained by critical references.

MULTIDISCIPLINARITY AS AN ETHICAL AND EPISTEMOLOGICAL REQUIREMENT

The complexity of learning processes requires the articulation of different fields of knowledge. Multidisciplinarity, in this context, is not only a methodological strategy, but an epistemological and ethical posture in the face of the reality of the subjects. Understanding learning and not learning implies recognizing that biological, psychological, social, pedagogical and cultural factors are intertwined in a unique way in each case.

Psychopedagogical training, therefore, must prepare the professional for constant dialogue with other knowledge and practices. This involves teamwork with professionals from education, health, social assistance and justice, in a collaborative and horizontal way. Listening to and welcoming contributions from other areas are essential to broaden the understanding of the phenomena and propose more integrated and effective interventions.

REGIONALITIES AND SINGULARITIES IN THE FORMATIVE AND INTERVENTION PROCESS

Psychopedagogy, as a field sensitive to the concrete conditions of learning, needs to consider the multiple realities that make up the Brazilian territory. A country of continental dimensions such as Brazil requires, in addition to technical training, attentive listening to the voices of communities, multigrade schools, peripheral, quilombola, indigenous and riverine territories. Educational inequalities and inequalities in access to health and cultural services impose on the psychopedagogue the need for situated and socially committed training.

According to data from the Brazilian Institute of Geography and Statistics (IBGE, 2023), the North and Northeast regions have the highest rates of socioeconomic vulnerability, reflected in limited access to educational and health resources, directly impacting the learning process of children and young people in these areas. The inclusion of psychopedagogy in these contexts requires a cultural and methodological adaptation that respects local specificities, promoting equity and valuing cultural identities.

In addition, studies such as that of Oliveira and Silva (2018) highlight that psychopedagogical practices that do not consider these regional differences tend to



reproduce hegemonic and exclusionary patterns, hindering the effectiveness of interventions. Ethical listening and flexibility in the design of training strategies are, therefore, essential for the integral development of the subject, recognizing their history, context and uniqueness.

Table 1 – Socioeconomic vulnerability indices and access to basic education in Brazil by region
(Source: IBGE, 2023)

Region	Socioeconomic Vulnerability Index (%)	Schooling Rate (6 to 14 years) (%)	Access to Psychopedagogical Services (%) ¹	Adult Illiteracy Rate (%)
North	35,7	82,4	15,2	11,5
Northeast	42,3	78,9	12,7	14,8
Southeast	18,5	92,7	45,3	6,1
South	14,8	94,5	47,8	5,3
Midwest	22,1	90,1	38,0	7,6

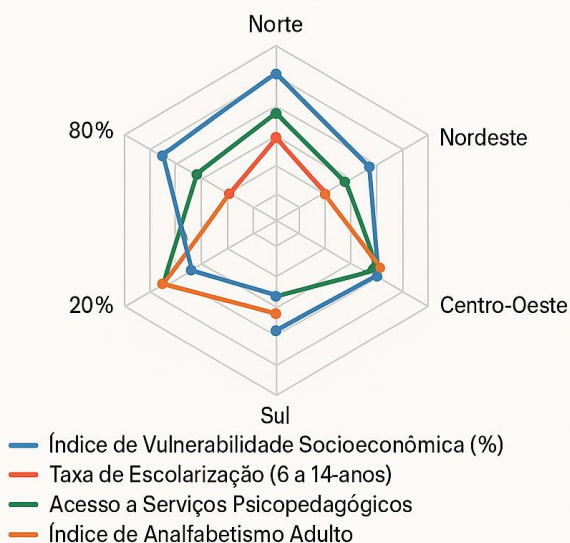
¹ Estimate based on regional surveys and educational reports (source: IBGE, 2023; MEC, 2022; SOARES, 2024)

Table 2 – Socioeconomic Vulnerability and Access to Basic Education in Brazil by Region (2023)

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Vulnerabilidade Socioeconômica e Educação Básica no Brasil por Região (2023)



- The Northeast and North are the champions of socioeconomic vulnerability and adult illiteracy, which is no surprise. This infernal duo greatly hinders access and permanence in school.
- The schooling rate for 6 to 14 years old is noticeably lower in the North and Northeast, reinforcing the vicious cycle of exclusion.
- Access to psychopedagogical services is practically a portrait of the regional abyss: the Southeast and South skyrocket with almost half of the child population served, while the North and Northeast skate below 16%.
- This denounces not only economic inequality, but the urgent need for public policies that strengthen psychopedagogical services in the most vulnerable regions. To ignore this is to perpetuate educational and social exclusion.
- The data show the concentration of the greatest socioeconomic vulnerabilities in the North and Northeast regions, where access to education and psychopedagogical services is significantly lower compared to the South and Southeast, more economically developed regions. This disparity requires psychopedagogues to adopt formative and interventional approaches that respect local conditions, with specific strategies to tackle inequalities and promote real inclusion.

The challenge of training the socially committed psychopedagogue is, then, to incorporate an intercultural and critical view, as pointed out by Ciasca (2009), where professional ethics goes beyond individual care and is committed to the transformation



of the structures that perpetuate inequality. The implementation of the National Education Plan (PNE, 2014-2024), with its goals aimed at inclusive and equitable education, reinforces the need for psychopedagogues prepared to work in multiple contexts.

Finally, reflection on regionality and singularity should not be treated as an isolated challenge, but as a permanent dimension of psychopedagogical practice that dialogues directly with social justice, the neuroscience of learning, and psychoanalysis, forming an ethical-transformative field that values the subject in its entirety (Soares, 2022).

CLINICAL ACTION AND SOCIO-EMOTIONAL DIMENSIONS OF LEARNING

Clinical psychopedagogy is not just a technique, protocol, and standard diagnosis — it is a field where humans pulsate, feel, become fragile, and reinvent themselves. Clinical action, therefore, requires much more than knowing what to do in theory: it requires refined sensitivity, active listening, and true ethical presence in the face of the subject who suffers, who struggles to learn in a world that does not always welcome their differences.

Learning is not a cold, linear process. It is born, grows and becomes the fertile ground of emotions, affective bonds and personal stories. As Winnicott (1975) reminds us, the development of the subject is intrinsically linked to the quality of the affective environments that surround him — environments that can be family, school, social or institutional. The clinical psychopedagogue needs to capture these nuances, recognizing that a learning difficulty can be a silent cry of psychic suffering, a manifestation of anxiety, low self-esteem, or an unverbilized internal conflict.

Authors such as Fernanda Becker (2015) and Ana Maria Rossi (2013) reinforce that the socio-emotional dimension is at the heart of learning processes, directly influencing the subject's performance and motivation. Fear, insecurity, frustration, and even unresolved traumas interfere with the individual's ability to concentrate, memorize, and build knowledge. Thus, psychopedagogical intervention needs to go beyond mere technical correction, expanding its reach to welcome subjectivity and strengthen emotional resilience.

Effective clinical practices therefore involve the development of listening that is not limited to words, but captures the silences, gestures and hidden meanings in the patient's speech. To this end, the psychopedagogue must be prepared to work in interface with psychoanalysis, affective neuroscience and humanistic psychology, expanding the range of tools that enable an ethical and integral intervention.

In addition, the clinical field requires professionals to build safe therapeutic bonds that favor the subject's trust and engagement in the learning process. Ethics here is not only normative, but experiential: it is about respecting the rhythm, time and history of each individual, recognizing their singularities and avoiding hasty pathologizations. In practice, this means that the psychopedagogical assessment should include the analysis of the emotional, relational and contextual dimensions that involve the subject, and the intervention should promote strategies that act not only on the cognitive deficit, but on the emotional factors that enhance or block learning. Techniques such as psychoanalytic welcoming, positive reinforcement, emotional mediation and family support are fundamental.

Case studies show that interventions that incorporate these socio-emotional dimensions have more lasting and transformative results. For example, clinical follow-up of children and adolescents with school anxiety disorders reveals that working on emotional regulation, along with cognitive skills, significantly improves performance and well-being (Lopes & Silva, 2019).

Finally, it is important to highlight that clinical action in the field of psychopedagogy must always be anchored in a critical and reflective posture, capable of dialoguing with the ethical challenges of contemporaneity, such as excessive medicalization, prejudice and social inequalities that permeate access to health and education services.

To understand the richness and complexity of psychopedagogical action, it is essential to recognize the different instruments and tests used in assessment and intervention. Psychopedagogy is not limited to a single method or tool; on the contrary, it is based on the integration of multiple knowledge and practices, respecting the uniqueness of each subject and the context in which it is inserted.

The following tables present a comparison between restricted tests — those applied by professionals specialized in specific areas — and non-restricted tests, more flexible and qualitative instruments, widely used by the psychopedagogue. This distinction reveals the importance of interdisciplinarity and ethical commitment in the construction of an accurate diagnosis and an effective intervention.

It is noteworthy that the request for restricted tests occurs in partnership with specialists, reinforcing the collaborative action that enriches the evaluation process and promotes integrated and contextualized psychopedagogical practices.

This broad vision allows the training and practice of the psychopedagogue to advance beyond traditional protocols, dialoguing with the multiple dimensions of learning and its complexities.

Chart 1 — Differences between Cognitive Assessment and Socio-emotional Assessment in Clinical Psychopedagogy

Aspect	Cognitive Assessment	Social-emotional assessment
Main focus	Intellectual skills: attention, memory, logical reasoning, language	Emotions, affections, motivation, self-esteem, anxiety
Common instruments	Standardized tests, performance scales, observation of non-restricted and restricted tasks when there is the participation of a multidisciplinary team.	Interviews, self-perception questionnaires, family interviews, behavior observation
Goal	Identify specific deficits or difficulties in cognitive functions.	Understand emotional factors that interfere with learning and behavior
Typical intervention	Skills training, curriculum adaptation, learning strategies.	Therapeutic reception, emotional mediation, psychosocial support, interdisciplinary referral
Professionals involved	Psychopedagogues, cognitive psychologists, neuropsychologists and others.	Psychopedagogues, clinical psychologists, social workers, family therapists
Expected impact	Improvement of school and direct cognitive performance	Improved motivation, emotional regulation, and relational environment conducive to learning

Chart 2 — Clinical Strategies for Cognitive x Socio-emotional Dimensions

Strategy	Cognitive Dimension	Socio-emotional dimension
Direct observation	Evaluate responses to stimuli, execution of tasks	Observe emotional reactions, social interactions, and behaviors
Patient interviews	Focus on specific academic difficulties	Explore school-related feelings, fears, anxieties
Individualized intervention	Memory, attention and language exercises	Welcoming techniques, empathetic listening, supportive therapy
Partnership with family and school	Provide guidance to strengthen cognitive skills	Work for emotional support and positive environment
Use of playful resources	Games that stimulate cognitive functions	Games that promote emotional expression and affective bonding

Chart 3 — Main Challenges and Approaches in Clinical Psychopedagogy

Clinical Challenges	Traditional Approach	Integrated Approach (Cognitive + Social-Emotional)
Identifying the cause of the difficulty	Focus on cognitive aspects and school deficit	Joint consideration of cognitive and emotional factors
Subject's resistance to intervention	Attempt at isolated curricular adaptation	Affective reception and construction of therapeutic bonds
Family involvement	Punctual and rigid guidelines	Active involvement and constant emotional support
Pressure for fast results	Punctual intervention, focus on performance	A continuous process that values the rhythm of the subject
Serving vulnerable contexts	Inflexible standardized protocols	Flexibility and cultural and social contextualization

Chart 4 — Use of Tests and Instruments in Psychopedagogy: Restricted vs. Unrestricted

Aspect	Restricted (Standardized) Tests	Unrestricted Tests and Other Instruments
Definition	Closed protocols, applied in a standardized manner with objective scoring	Open, qualitative instruments, observations, interviews and clinical analysis
Common examples	Neuropsychological tests, standardized IQ scales, specific reading and writing tests	Direct observation, semi-structured interviews, learning diaries, portfolios, dynamic assessment
Goal	Measure specific skills with normative parameters	Understand the learning process in the real context, identify subjectivities and emotional factors
Advantages	Quantitative data for comparisons, clear diagnosis in statistical terms	Flexibility, richness of qualitative information, holistic understanding of the subject
Limitations	May disregard cultural and emotional contexts, risk of labeling the subject	It requires greater preparation of the professional, subjectivity in interpretation, difficulty in standardization
Use in Psychopedagogy	Request in partnership with specialized professionals (neuropsychologists, speech therapists, clinical psychologists), to enrich the research and guide intervention	Main tool for clinical and interventional assessment, respecting singularities

Aspect	Restricted (Standardized) Tests	Unrestricted Tests and Other Instruments
Ethical stance	Careful use, avoiding reductionism and pathologization; recognition of interdisciplinary need	Prioritizing listening, valuing diversity and the sociocultural context

Explanatory note:

It is essential to emphasize that the restricted tests are applied by professionals who are experts in their areas (neuropsychology, speech therapy, clinical psychology, etc.) and requested by the psychopedagogue when necessary, to complement the evaluation and direct interventions in an integrated and ethical way. This practice reinforces the multidisciplinary and collaborative character of psychopedagogical action, avoiding reductionism and valuing the uniqueness of each subject.

Chart 5 — Contributions of the Areas in Psychopedagogical Training

Area	Theoretical Contributions	Role in Psychopedagogical Practice
Neuroscience	Understanding brain processes and neurodevelopment	Basis for intervention in cognitive and neurofunctional difficulties
Psychoanalysis	Understanding the unconscious, desires and affective bonds	Clinical approach and analysis of emotions in learning
Pedagogy	Educational and methodological foundations	Planning and adaptation of inclusive pedagogical practices
Psychology	Theories of development and learning	Emotional and behavioral assessment and support
Linguistics	Language and communication study	Diagnosis and intervention in language difficulties
Speech therapy	Evaluation and treatment of speech and language disorders	Specific support for communicative skills

Chart 6— Fields of Action of the Educational Psychologist: Contexts and Challenges

Context	Key features	Common Challenges
Public and Private Schools	Formal educational environment, diversity of students	Limited resources, heterogeneous demands
Private Clinics	Individualized and in-depth service	Restricted access, need for interdisciplinarity
Community and Social Projects	Work in vulnerable contexts, social inclusion	Cultural barriers, lack of public policies
Hospitals & Rehabilitation	Working with children and adults with special needs	Clinical complexity, integration with multidisciplinary teams
Non-Governmental Organizations	Support for specific groups, preventive and educational actions	Sustainability and professional recognition

Chart 7— Ethical-Professional Competencies of the Educational Psychologist

Competence	Description	Importance for Practice
Ethical Sensitivity	Respect for singularities and contexts	Fundamental for responsible interventions
Critical Posture	Ability to reflect on one's own practice	Allows adjustments and constant evolution
Active Listening	Attention to the needs and narratives of the subject	Basis for accurate and humane diagnoses
Professional Autonomy	Development of self-thinking	Ensures independence and innovation in approaches
Interdisciplinary Collaboration	Teamwork with different professionals	Enrichment of intervention and broad understanding

Chart 8— Regional Challenges in Psychopedagogy in Brazil

Region	Training Challenges	Practical Challenges
North	Scarcity of specialized courses, geographical distance	Limited access to services, cultural diversity
Northeast	Restricted financial resources, social inequality	Need for culturally sensitive interventions
Midwest	Growing training offer, but still concentrated	Integration with local public policies
Southeast	Greater training offer and infrastructure	Challenges in demand management and urban diversity
South	High training quality, but internal inequalities	Assistance to rural and indigenous populations

Chart 9— Psychopedagogical Intervention Strategies

Type of Intervention	Description	Skills Involved
Clinical Intervention	Individualized assessment and support for emotional and cognitive difficulties	Active listening, ethical sensitivity, clinical knowledge
School Intervention	Curriculum adaptation, guidance and support for educators	Pedagogy, interdisciplinary collaboration, creativity
Community Intervention	Social inclusion actions and promotion of learning in vulnerable groups	Networking, empathy, socio-cultural understanding
Family Mediation	Guidance to families to support the learning process	Communication, listening, psychoanalytic approach
Dynamic Evaluation	Continuous process of integrated diagnosis and intervention	Critical thinking, flexibility, professional autonomy

REFLECTIONS FROM THE TABLES PRESENTED

Throughout this chapter, the tables presented function as beacons that illuminate the complex formation of the psychopedagogue in Brazil, each one highlighting essential aspects for the construction of an ethical, plural and interdisciplinary practice.

Chart 1, by mapping the contributions of the various areas of knowledge, makes it clear that psychopedagogical training is not restricted to a single field, but is nourished by the richness of neuroscience, psychoanalysis, pedagogy, psychology, linguistics and speech therapy. This articulation highlights the need for an open and critical posture, which knows how to dialogue with multiple types of knowledge to understand the complexity of learning.

In **Chart 2**, we observe the multiple spaces of action of the psychopedagogue and the challenges that each context imposes. This diversity requires professionals prepared to navigate between schools, clinics, communities, and institutions, always attentive to the specificities of each scenario. It is in this intersection of spaces that psychopedagogical practice reveals itself to be truly plural and socially committed.

Chart 3 highlights the ethical-professional competencies that should sustain the work of the psychopedagogue, emphasizing the commitment to ethical sensitivity, critical posture and interdisciplinary collaboration. These competencies are the foundation for a reflective, responsible and innovative practice, capable of respecting singularities and promoting significant transformations in learning processes.



Chart 4, **on the other hand**, invites us to look at the real Brazil, its regionalities and training and practical challenges. The recognition of territorial and cultural inequalities reinforces the urgency of a situated training, which dialogues with the specific needs of each region, valuing diversity and promoting social inclusion.

Finally, **Chart 5** presents the strategies of psychopedagogical intervention, highlighting the variety of possible approaches and the need for integrated competencies to act effectively. The integration between assessment, clinical, school, community and family intervention reaffirms the complex and multidimensional nature of psychopedagogy.

Therefore, these frameworks are not mere didactic instruments, but rather reflections of the ethical commitment, multidisciplinary and contextual plurality that underlie psychopedagogical training and practice in Brazil. They challenge us to continuously rethink the paths of training, always in search of an action that is, above all, human, critical and transformative.

FIELDS OF ACTION OF THE PSYCHOPEDAGOGUE: A MULTIDIMENSIONAL MAP OF PRACTICE

Psychopedagogy, in Brazil and in the world, is not restricted to a single space — it breathes, transits, adapts. The training of the psychopedagogue must reflect this breadth, preparing the professional to act in contexts as diverse as they are complex, in a constant dance between theory, ethics and situated practice.

PRIVATE CLINICS: THE SPACE OF THE SINGULAR MEETING

In private clinics, the psychopedagogue assumes the role of conductor of a unique process, deepening listening, diagnostic evaluation and personalized intervention. Here, the professional must master technical instruments such as psychopedagogical tests and clinical observations, but above all cultivate an ethical sensitivity to the subjectivity of the subject. It is the preferred field of psychopedagogues with a reflective, detail-oriented profile, who value individual intervention and longitudinal follow-up.

PUBLIC AND PRIVATE SCHOOLS: MEDIATION IN EVERYDAY EDUCATION

At school, the psychopedagogue becomes a bridge — between students, teachers, families and educational policies. The focus is on inclusion, pedagogical support and the prevention of school failure, in a collaborative and multifaceted action. Flexibility, negotiation skills and teamwork are required from the professional.



Psychopedagogues with a communicative, mediating and integrative profile tend to stand out here, as they need to navigate between bureaucracies and human sensibilities.

HOSPITALS AND REHABILITATION CENTERS: COGNITIVE AND AFFECTIVE REHABILITATION

In this context, the psychopedagogue contributes to rehabilitation processes, working with multidisciplinary teams to support patients with neuropsychological challenges, sequelae or chronic conditions. The practice requires in-depth knowledge in neuroscience and psychopathology, as well as a collaborative attitude.

Psychopedagogues with a technical-scientific and clinical profile, who enjoy complex challenges and applied research, find in this space a fertile field.

FOSTER CARE INSTITUTIONS AND SOCIAL PROJECTS: TRANSFORMATIVE PSYCHOPEDAGOGY

Working in vulnerable communities, shelters, social organizations or quilombolas is a call for psychopedagogues committed to social justice and cultural transformation. The work is one of active listening, collective construction and ethical intervention. The profile of this professional is engaged, sensitive to diversity, with a strong community and political vocation.

NON-GOVERNMENTAL ORGANIZATIONS AND ENTERPRISES: EDUCATION AND HUMAN DEVELOPMENT

Here, the psychopedagogue explores the field of corporate education, training, consulting, and human development, extending the notion of learning to formal and informal work spaces. Strategic vision, management and communication skills are required. Entrepreneurial, innovative and managerial psychopedagogues find in this area fertile ground for innovation.

PSYCHOPEDAGOGY AND THE FIELD OF SPORTS: MOVEMENT, LEARNING AND INTEGRAL DEVELOPMENT

Sport, as a social and pedagogical phenomenon, has gained space as an emerging field for psychopedagogical action. The relationship between movement, cognition, and emotion is proven by contemporary neuroscience (Schmidt & Lee, 2011; Ratey, 2008), who points to sports practice as a catalyst for brain development, emotional regulation and social skills.

The psychopedagogue works in partnership with coaches, sports psychologists, physiotherapists and physical educators to identify difficulties that impact performance

and learning in sports, such as attention disorders, competitive anxiety, emotional blocks and motor problems that interfere with the acquisition of skills.

This field requires from the professional an integrative, flexible and innovative profile, who knows how to move between the knowledge of neuroscience, psychology, physical education and pedagogy, in addition to having skills for interventions that promote emotional balance, motivation and self-control of athletes.

In addition, psychopedagogical work in sports values social inclusion and ethical development, promoting sport as a tool for citizenship, especially in peripheral contexts and vulnerable communities (Freire, 1979; Vygotsky, 1998).

Chart 9 - Fields of Activity and Professional Profiles

Field of Activity	Specific Demands	Required Skills	Profile of the Psychopedagogue
Private Clinics	Individual assessment, personalized intervention	Psychopedagogical tests, clinical listening, follow-up	Reflective, detailed, ethical, longitudinal
Public and Private Schools	Inclusion, pedagogical mediation, prevention of school failure	Teamwork, negotiation, pedagogical support	Communicative, mediator, integrator
Hospitals and Rehabilitation Centers	Cognitive and affective rehabilitation, multidisciplinary integration	Knowledge in neuroscience, psychopathology, collaboration	Technical-scientific, clinical, applied researcher
Host Institutions and Social Projects	Active listening, community intervention, social justice	Collective work, cultural and political sensitivity	Engaged, sensitive to diversity, community vocation
NGOs and Companies	Corporate education, consulting, training	Management, communication, continuing education	Entrepreneur, innovator, manager
Sports	Cognitive, emotional, and social development via movement	Sports evaluation, emotional intervention, interdisciplinarity	Integrative, flexible, innovative, emotional facilitator

Chart 10 - Competencies and Challenges of the Educational Psychologist by Field of Activity

Field of Activity	Core Competencies	Frequently Asked Challenges
Private Clinics	- Mastery of psychopedagogical tests and clinical assessment	- Family and motivational resistance of the patient
	- Active listening and ethical sensitivity	- Difficulty in prolonged adherence to treatment
	- Individualized intervention planning	- Limitation of resources and structure for follow-up
Public and Private Schools	- Mediation between students, teachers and families	- School system overload and bureaucracy
	- Skill in interdisciplinary work	- Cultural resistance and lack of understanding of psychopedagogy
	- Adaptation of pedagogical strategies	- Lack of resources and institutional support
Hospitals and Rehabilitation Centers	- Knowledge in neuroscience and psychopathology	- Complex interdisciplinary communication
	- Multidisciplinary teamwork skills	- Emotional challenges linked to patients with sequelae
	- Flexibility to adapt interventions	- Slow pace of rehabilitation and associated frustration
Host Institutions and Social Projects	- Sociocultural sensitivity and community ethics	- Violence, trauma and vulnerability of those assisted
	- Facilitation of group and community processes	- Scarcity of resources and government support
	- Capacity for social mobilization	- Difficulty in measuring impact
NGOs and Companies	- Strategic and management vision	- Alignment between organizational demands and human needs
	- Effective communication and leadership	- Resistance to change and organizational culture
	- Development of educational programs	- Limitation of time and resources for continuing education
Sports	- Interdisciplinarity with neuroscience, psychology and physical education	- Stigma about psychological intervention in sport
	- Skills in emotion regulation and motivation	- Endurance of athletes and coaches
	- Knowledge of sports psychopedagogical assessment	- Effective integration with technical teams



PSYCHOPEDAGOGY IN THE SPACES OF ACTION: NEEDS AND DEMANDS

Psychopedagogy is a multifaceted field that responds to specific and complex demands in each space of activity. Whether in private clinics, where the focus is on individualized care with ethical sensitivity; in schools, the stage of multiple mediations between students, teachers and families; in hospitals and rehabilitation centers, which require interdisciplinary articulation and neuroscientific knowledge; or even in social institutions, NGOs, companies and even in the sports universe — each environment imposes unique challenges and requires specific skills from the psychopedagogue. This diversity demands a solid, ethical, and flexible education, capable of integrating knowledge, articulating practices, and overcoming resistance to promote transformative interventions.

By mapping the multiple fields of action of the psychopedagogue, we highlight the need for an education that transcends technicality and embraces the complexity of the subject in its context. The tables presented here are not mere bureaucratic classifications, but reflections of the plurality and richness of the countryside.

The inclusion of sport as an emerging area reinforces the interdisciplinary and transformative dimension of contemporary psychopedagogy, pointing to new horizons where movement, emotion and cognition converge in the construction of learning.

Each professional profile, when choosing its path, carries with it not only technical skills, but ethical and philosophical postures that shape the quality of the intervention and the social impact of psychopedagogy.

This panorama is an invitation for training to always be a space open to innovation, criticism and commitment to human diversity — because true psychopedagogy is not made in the mold, but in the living encounter between theory, practice and subject.

PSYCHOPEDAGOGY X NEUROPSYCHOPEDAGOGY — DIFFERENCES, INTERSECTIONS AND OWN VALUES

In the complex and multifaceted field of learning, it is essential to clearly distinguish the contours and specific contributions of each area of activity. Psychopedagogy and Neuropsychopedagogy, although convergent in their objectives of understanding and intervention in educational processes, assume different approaches and theoretical bases that need to be valued in their uniqueness. This distinction not only avoids conceptual confusion, but also strengthens professional practice by promoting more precise and ethical interventions. This chapter proposes to clarify the differences and complementarities between Psychopedagogy and

Neuropsychopedagogy, highlighting their respective roles, fields of action and theoretical foundations. By doing so, the understanding of the complexity involved in learning is expanded, and the need for an integrated, respectful and multidisciplinary approach in the training and practice of the professionals involved is reinforced. Recognizing the unique value of each field is a decisive step towards building transformative and inclusive practices that effectively respond to the contemporary challenges of education and health.

Definitions and Fundamentals

- **Psychopedagogy:** an interdisciplinary field that articulates knowledge from psychology, pedagogy, psychoanalysis, linguistics, neurosciences, and other areas to understand and intervene in learning difficulties, focusing on the subjective, social, cultural, and contextual dimension of the subject (Soares, 2023; Fernandez, 1990).
- **Neuropsychopedagogy:** an approach that deeply integrates the knowledge of neurosciences and neuropsychology into the psychopedagogical field, favoring the understanding of the neurobiological, functional and cognitive processes that sustain learning (Luria, 1973; Leisman, 2015).

Theoretical and Practical Approach

- **Psychopedagogy:** emphasizes social, emotional, cultural and affective interaction in learning, articulating multiple knowledges to build ethical and situated practices.
- **Neuropsychopedagogy:** focuses on assessment and intervention based on executive functions, neuroplasticity, neurocognitive processes and brain functioning, with an emphasis on rehabilitation and enhancement of cognitive abilities.

Fields of Activity

- **Psychopedagogy:** presents a robust and diversified field of action, which includes private clinics, public and private schools, hospitals, rehabilitation centers, social institutions, NGOs, community projects, companies, and even sports — reflecting the social and educational complexity of Brazil.
- **Neuropsychopedagogy:** works mainly in specialized clinics, neuropsychological rehabilitation centers, hospitals, and contexts that demand accurate

neuropsychological assessment and interventions focused on neurocognitive dysfunctions.

Chart 10 - Psychopedagogy x Neuropsychopedagogy

Aspects	Psychopedagogy	Neuropsychopedagogy
Theoretical Basis	Psychology, Pedagogy, Psychoanalysis, Linguistics, Neurosciences	Neurosciences, Neuropsychology, Cognitive Psychology
Intervention Focus	Subjective, social, affective and cultural dimension of the subject	Neurobiological processes, executive and cognitive functions
Methods Used	Interviews, observation, psychopedagogical tests, interdisciplinary intervention	Neuropsychological assessments, neurocognitive tests, functional rehabilitation
Field of Activity	Clinics, schools, hospitals, NGOs, social projects, companies, sports	Specialized clinics, rehabilitation centers, hospitals
Main Objective	Understanding and overcoming learning disabilities with an ethical and social focus	Identification and intervention in neurocognitive dysfunctions, brain rehabilitation
Required Training	Training in Psychopedagogy with an interdisciplinary focus	Training in Neuropsychopedagogy or areas related to neurosciences

The two fields do not cancel each other out — on the contrary, they complement each other. Neuropsychopedagogy deepens the understanding of the neural bases of learning, while Psychopedagogy keeps an eye on the subjective, affective and sociocultural experience. Together, they increase the effectiveness of psychopedagogical interventions, promoting a holistic and integrated approach.

It is essential to recognize the limits and specific competencies of each area, stimulating interdisciplinary collaboration and ethical respect in clinical and educational practices. The psychopedagogue must be clearly aware of his role, always seeking dialogue with specialists to ensure responsible and effective interventions.

Valuing Psychopedagogy and Neuropsychopedagogy in their singularities is to recognize that the complexity of learning demands multiple perspectives and knowledge. The transforming force of psychopedagogical action lies in the integration of knowledge, ethical commitment and the horizon of inclusion and respect for diversity.



FOUR AND A HALF DECADES OF STRUGGLE: THE BRAZILIAN ASSOCIATION OF PSYCHOPEDAGOGY AND THE SCIENTIFIC, FORMATIVE AND REGULATORY CONSOLIDATION IN BRAZIL

For 45 years, the Brazilian Association of Psychopedagogy (ABPp) has been following a trajectory marked by resistance, pioneering and transformation. Since its foundation, ABPp has built not only a solid foundation for the training and mentoring of psychopedagogues, but has also established itself as a protagonist in high-quality scientific production and in the incessant struggle for the regulation of the profession in Brazil — a battle that has spanned decades and that is central to ensuring recognition, quality, and respect for psychopedagogy in the national scenario.

Training and Mentoring: Forging Generations of Educational Psychologists

The ABPp is not limited to being a representative entity: it is a dynamic center of integral training, where theory and practice merge to train psychopedagogues prepared to face the challenges of a complex world. Its mentoring programs are pillars that promote critical reflection, ethical development, and commitment to transformative action.

Scientific Production of Excellence: Qualis A Journal and High Evidence

With a scientific journal qualified at the highest level (Qualis A), ABPp offers a space for the dissemination of rigorous research, in-depth academic debates and constant innovation. This scientific production is the backbone that sustains the advancement of the field, giving voice and body to practices and theories that directly impact learning and inclusion.

Congress and Symposia: Amplifying Multidisciplinary Voices and Knowledge

The holding of national and international congresses and symposia reaffirms ABPp's commitment to the integration of knowledge, the exchange of experiences and constant updating. These events are strategic to strengthen collaborative networks and stimulate the interdisciplinarity necessary for contemporary psychopedagogy.

The Fight for Regulation: Securing Rights and Recognition

One of the most combative chapters of the ABPp is, without a doubt, its role in the struggle for the regulation of psychopedagogy. This political and institutional confrontation is essential to ensure that the profession has a legal framework that protects its professionals, legitimizes its practices and establishes ethical and technical quality standards.

From the first steps, the Association has worked with regulatory bodies, professional councils and government bodies, building strategies and alliances that highlight the



importance of psychopedagogy for education, health and human development. Regulation is not just a bureaucratic issue — it is a matter of dignity, respect and strengthening of the countryside.

Future Perspectives: Expansion, Innovation and Inclusion

Looking to the future, ABPp projects a robust psychopedagogy that dialogues with advances in neuroscience, technology and emerging social demands. The association bets on continuous training, the expansion of research and the consolidation of its presence on the public agenda, always with ethics and scientific rigor.

Chart 11 - ABPp Historical Milestones — 45 Years of Resistance, Science and Regulation

Year	Event/Achievement	Impact
1978	Foundation of ABPp	Creation of the formal space for psychopedagogy in Brazil
1990s	Beginning of publication of the scientific journal	Strengthening academic and scientific production
2000	First International Congresses	Expanding dialogue with the global community
2010	Implementation of mentoring programs	Qualified training and support for new professionals
2015	Beginning of the articulation for regulation	Political mobilization and strategic alliances
2020	Classification of the journal in Qualis A	Recognition of scientific excellence
Present	Progress in regulatory discussions	Legal and political consolidation of the countryside

The Brazilian Association of Psychopedagogy is the beacon that illuminates the past, present and future of the profession in Brazil. His trajectory of training, scientific production and political struggle demonstrates that a solid and respected field can only be built with dedication, resistance and strategic vision.

FINAL THOUGHTS

The training of the psychopedagogue in Brazil is not a fixed script, it is not a rigid manual, nor a bureaucratic record. It is a living, pulsating organism that needs to navigate between the complexity of the human, the science that advances, and the ethics that can never be relativized. A professional is required who not only accumulates theories, but who knows how to listen to the pain, diversity, context and silence that inhabit the territories where he works.



This is an invitation to the silent revolution of education: to break with the traditional, to challenge the commonplace, and to build knowledge that is not just repetition, but invention, deep listening, and transformative action. The psychopedagogue of the twenty-first century must be a guardian of diversity, an artisan of the encounter between scientific knowledge and human feeling.

It is urgent to overcome the fragmented vision, the superficiality of merely technical practices, and to build an education that embraces the subject in its entirety, with rigor and passion. Because it is not just a matter of teaching or diagnosing, but of releasing the learning that pulsates in each individual, in each culture, in each territory.

Psychopedagogy in Brazil carries the weight and responsibility of being a bridge between knowledge, fields, histories and futures. To train psychopedagogues today is to train ethical and critical agents, capable of exploring the complexity of learning, with courage, science and sensitivity. And it is this training that will transform education and health — from the inside out, from each soul to the world.

If we want an inclusive, fair, and plural future, it starts in the training room, with daily commitment, and the courage to question, reinvent, and act.

"Educating in an unequal country is a radical act of hope — it is sowing dignity where the State is silent, it is psychopedagogy in the vein, ethics in gesture and future in listening."

(Soares, AM, 2022)



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