

School Psychologists training in applied approaches for the construction of inclusive schools in Portugal: Process Description

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INTRODUCTION

Inclusive education is a current international goal, and school psychologists have an important role in supporting schools to achieve it (Bartolo, 2015). In Portugal, the 2018 Decree-Law 54/2018 has set the country on the path to inclusive education based on whole-school approaches, such as the **Multi-Tiered Systems of Support** framework (Alves, 2019). This shift in policy, now more than ever, requests a change in school psychologists' practices to be agents for systems change (Ingraham, 2015) versus traditional roles. Assessment and students' counselling were found to be the practices that Portuguese school psychologists spent most of their time dedicated to (Mendes et al., 2014), which translate some traditional view of its role. Training of school psychologists in applied approaches for the construction of inclusive schools, such as whole-school and multi-tiered approaches, is needed. The Portuguese Psychologists Association and the Ministry of Education are compromised to the schools' psychologists training as professionals that have a central role in Portuguese schools. This poster presents a **b-learning training course** that was conceptualised and implemented through a partnership between the Ministry of Education and the Portuguese Psychology Association, focused on the topic Applied Approaches for the Construction of Inclusive Schools.

SCHOOL PSYCHOLOGISTS TRAINING: PROCESS DESCRIPTION

Theme	Applied Approaches for the Construction of Inclusive Schools
Organization	Co-jointed by Ministry of Education and Portuguese Psychology Association
Period	October 2020 to April 2021
Hours	25h Synchronous + 25h Asynchronous + 10h Supervision (B-learning Course)
Trainers	9 Psychologists
Trainees	327 Psychologists from all Portuguese regions divided into 12 groups
Aims	Empower school psychologists to support adequate, inclusive, and preventive intervention responses at their schools, to improve the socioemotional, behavioural, and learning development of all pupils
Contents	Learning, Behavior and socioemotional development; Inclusive education; MTSS, RTI, PBIS; School psychologists practices and roles.
Brief description	327 psychologists from public and private Portuguese schools were involved in the b-learning training course "Applied Approaches for the Construction of Inclusive Schools". Trainers were 9 psychologists recognized by their experience and/or knowledge about inclusive education and multi-tiered approaches. Legal, theoretical and scientific frameworks were presented and discussed during synchronous sessions. During the asynchronous time, participants organized and implemented projects or activities in their schools related to the topic of the course, which were also supervised/supported by the trainers.

CONCLUSION

School psychologists have an important role in supporting schools improvement on the path to inclusive education based on whole-school approaches, such as the Multi-Tiered Systems of Support framework. **Political strategic vision and collaboration for action** are needed to support psychologists in this main goal. The training experience presented is an example of institutional efforts to support school psychologists. The participants in the course also reported the relevance of this initiative for their **professional development** and their **schools' improvement**. To make inclusion happen depends on collective efforts such as this one.