

THE ROLE OF THE SCHOOL PSYCHOLOGIST IN THE COVID-19 PANDEMIC: A LITERATURE REVIEW¹

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ABSTRACT. The onset of the global pandemic in March 2020 demanded action from society to prevent the spread of the disease, including the adoption of remote teaching. The purpose of this literature review was to investigate how school psychologists acted during the pandemic. To this end, a search was conducted in national and international scientific databases. Thirty articles were analyzed based on established categories. Differences were found regarding the concepts that support the studied professionals' actions in various countries, ranging from individualized work with students to collective work with parents and teachers. In the latter scenario, critical school psychology is advocated, considering the school psychologist to be a promoter of awareness, prevention, and emancipatory actions for human development and the transformation of reality. It is also important to note that this literature is recent and still unfolding in the face of the pandemic.

Keywords: Survey of literature; pandemic; school psychology.

ATUAÇÃO DO PSICÓLOGO ESCOLAR NA PANDEMIA DA COVID-19: UM LEVANTAMENTO DA LITERATURA

RESUMO. A pandemia da COVID-19 que se iniciou em março de 2020 reivindicou da sociedade ações que pudessem evitar a disseminação da doença, sendo a aderência ao ensino remoto nas escolas uma delas. O presente levantamento da literatura tem como objetivo investigar e compreender como se deu a atuação desse profissional durante a pandemia. Para tanto, foi realizada uma busca nas bases de dados científicas nacionais e internacionais, que resultou em trinta artigos que foram analisados a partir de categorias estabelecidas. Foram encontradas diferenças em relação às concepções que sustentam as formas de atuação do profissional estudado nos variados países, que vão desde a forma de trabalho individualizada e de avaliação com o aluno ao trabalho no coletivo com pais e professores. Neste último cenário, faz-se a defesa de uma psicologia escolar crítica, que tem a(o) psicóloga(o) escolar como promotora de ações de conscientização, prevenção e emancipação em direção ao desenvolvimento humano e da transformação da realidade. Ademais, constata-se que se trata de uma literatura recente, que ainda se desenrola diante da realidade pandêmica.

Palavras-chave: Levantamento da literatura; pandemia; psicologia escolar.

PAPEL DEL PSICÓLOGO ESCOLAR EN LA PANDEMIA DE COVID-19: UN RELEVAMIENTO DE LA LITERATURA

RESUMEN. La pandemia del COVID-19 iniciada en marzo de 2020 exigió acciones de la sociedad que pudieran evitar la propagación de la enfermedad, siendo una de ellas la adherencia a la enseñanza remota en las escuelas. El presente levantamiento de literatura tiene como objetivo investigar y comprender cómo se desempeñó este profesional durante una pandemia. Para ello se

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generaron bases de datos científicas e internacionales, resultando datos de treinta seleccionadas que fueron buscadas en investigaciones basadas en datos científicos y nacionales. Todas las diferencias en el trabajo, en relación con las formas de actividad profesional estudiadas en los distintos países, que van desde una forma individualizada y evaluación con el alumno hasta el trabajo colectivo con padres y profesores. En este último escenario, se defiende una psicología escolar Crítica, que tiene al psicólogo escolar como promotor de acciones de sensibilización, prevención y emancipación hacia el desarrollo humano y la transformación de la realidad. Además, parece que se trata de una literatura reciente, que aún se está desdoblado ante la realidad de la pandemia.

Palabras clave: Estudio de la literatura; pandemia; psicología escolar.

Introduction

The regulation of the psychology profession in Brazil occurred in 1962 through Law No. 4,119. The entry of this professional into various areas and fields of psychology was strongly supported by a clinical, psychometric, and adaptationist perspective that was largely expressed through individualizing and remedial practices (Barbosa & Marinho-Araújo, 2010; Martínez, 2010). Between the 1970s and 1980s, debates and proposals related to school psychology shifted the focus to the processes of schooling and the multifactorial influences on teaching and learning (Patto, 1997).

In the late 1990s and early 2000s, discussions within school psychology began regarding the development of intervention proposals centered on a critical conception of schools and their members (Meira, 2003), as well as “[...] the consolidation of ethical-political action committed to the historical-social context and the transformation of reality” (Neves et al., 2020, p. 165).

Critical school psychology draws its theoretical contributions from Vigotski’s cultural historical psychology (2018), which considers the school as a space for social interaction that promotes development, which can be enhanced by pedagogical mediations that consider the cultural, historical, and subjective contexts of the individuals comprising the school. According to Guzzo et al. (2016, p. 29), critical school psychology “[...] acknowledges the existence of real conditions that constitute it as a tool that encourages individuals, both men and women, to take ownership of their psychic development and thus progress in their emancipation process.” Counter-hegemonic in nature and anchored in materialist principles, it is based on the idea of the complexity and historicity of individuals perceived as both products and producers of reality in its entirety and in a dialectical manner (Guzzo et al., 2016).

Given the above, and considering action grounded in historical perspective and focused on concrete reality, this research addresses the educational scenario from March 2020 onward, when the worldwide COVID-19 pandemic began. This disease is caused by a virus that primarily affects the respiratory system of those infected. In addition to social distancing, schools were closed in accordance with health organization guidelines. Several countries opted for remote learning, distance education, or remote activities, some of the terms used to describe schooling via the internet. The transition from in-person to remote learning occurred abruptly and in an emergency, impacting various school subjects (Schaffer et al., 2021) and demanding adaptation and the development of new educational and communication strategies to address the new school reality (Guzzo et al., 2021; Schaffer et al., 2021).

Starting from this shift in locus of action, from physical space and social interaction to a new, little-explored virtual environment, this study sought to understand how school psychologists worked during the period of remote learning caused by the pandemic. To this end, a literature review was conducted to investigate and understand the contributions of psychology regarding possible actions for school psychologists during the pandemic, considering different countries and school contexts.

Literature review on the role of school psychologists during the COVID-19 pandemic.

For this survey, the following national and international databases were selected and consulted: SciELO, Lilacs, IndexPsi, Pepsic, Web of Science, PubMed, PsycINFO, ERIC, and Scopus, as well as the Brazilian Library of Theses and Dissertations digital platform (Biblioteca Digital de Teses e Dissertações, BDTD). The research was conducted in two phases: the first in August 2021 and the second in March 2022. This allowed for an update to the discussions surrounding the topic. The years 2019 to 2022 were chosen for the survey because they corresponded to the pandemic, a time that instigated changes in reality. Through the research, the aim was to understand the possible roles of school psychologists in this new context. As this issue remained relevant during the searches, it is evident that knowledge on this subject is still evolving (Oliveira et al., 2020).

The search was conducted using the following combinations of descriptors and Boolean operators in national databases: (a) *psicologia escolar* OR *psicólogo** *escolar* AND *pandemia* OR *COVID-19* OR *SARS-COV-2* OR *coronavírus*; (b) *psicolog** OR *psicolog** *escolar* AND *pandemia* OR *COVID-19* OR *SARS-COV-2* OR *coronavírus* AND *ensino remoto* OR *ensino à distância* OR *educação remota* OR *atividades remotas*. The same procedure was followed in international databases, but the descriptors were used in English: (a) *school psychology* OR *school psychologist* AND *pandemic* OR *COVID-19* OR *SARS-CoV-2* OR *coronavirus*; (b) *psycholog** OR *school psycholog** AND *pandemic* OR *COVID-19* OR *SARS-CoV-2* OR *coronavirus* AND *remote learning* OR *distance learning* OR *remote education* OR *remote activities*. In databases where the search feature was available, an asterisk or dollar sign was used in the indicated words to access a larger number of terms from the root word. The complete word was used when not permitted by the database.

First, duplicate articles were removed from the results for each set of descriptors. Then, the texts were selected based on the following inclusion criteria: (a) scientific productions such as literature reviews, theoretical studies, empirical research, and experience reports; (b) publications from 2019 to 2021 related to the pandemic period; (c) publications with freely accessible content; and (d) scientific productions addressing or describing the possibilities of action for school psychologists during remote education caused by the COVID-19 pandemic in different school contexts.

To this end, the titles and abstracts of the publications were read to exclude those that did not address the study's topic. Next, the full versions of the texts were accessed, and those publications that were not freely available online were excluded from the study. Based on the same established criteria, the results obtained in this selection underwent a further stage in which their content was accessed in full. Samples selected from two combinations of descriptors were compared to eliminate repetitions in the results, establishing the final sample for this review. The following categories were established for the analysis of the articles: (a) country of origin; (b) journal of publication; and (c) definitions of roles or functions of the educational school psychologist in the context of the COVID-19 pandemic. The results found are described according to the combination of descriptors used and the period in which the search was conducted. First, a search conducted in August 2021 using the descriptors *psicologia escolar*, *psicólogo**, *escolar*, *pandemia*, *COVID-19*, *SARS-COV-2*, *coronavírus*, as well as their respective English translations, yielded 112 results in national and international databases. Of these results, 22 were duplicates and were excluded. Of the remaining 90 publications, 22 articles were selected for full-text reading after reading the titles and abstracts. Finally, the quantitative synthesis included 12 scientific publications that met the defined inclusion criteria.

The results obtained from the second combination of descriptors and their corresponding translations yielded 893 publications in the databases, 201 of which were duplicates. According to the inclusion criteria, 692 articles were selected for reading the title and abstract, and 661 publications were excluded at this stage. Thirty-one articles underwent full-text review, and eight were selected for inclusion

in the review. Next, we compared the results of the two descriptor combinations to exclude duplicate publications, leaving 14 articles to be included in the literature review.

Regarding the search conducted in March 2022, using the first combination of descriptors and their translation into English, 297 results were found in national and international databases. As indicated in the figure, 124 duplicate results were identified and excluded, leaving 173 publications for the title and abstract reading stage. Of these, 40 results proceeded to the full-text reading stage. Finally, based on the inclusion criteria, 21 articles were selected to compose the final sample.

During the same period, the combination of the descriptors *psicolog**, *psicolog* escolar*, *pandemia*, *COVID-19*, *SARS-COV-2*, *coronavírus*, *ensino remoto*, *ensino à distância*, *educação remota*, *atividades remotas*, and their corresponding translations resulted in 1,358 entries in the databases, with 348 duplicates being excluded. Of the 1,010 articles selected for title and abstract reading, 51 remained for full-text reading. The excluded articles used the established descriptors but did not address the research topic, presenting themes from other fields of knowledge or portraying studies in university and professional contexts.

After reading the full texts, only 19 publications were selected for this literature review. A comparison was then made between the results found using the two combinations of descriptors to exclude duplicate publications, leaving 30 articles to be included in the review. Additionally, a comparison was made with the results of research conducted in August 2021, which yielded 16 new publications to be included in analyses based on a new search conducted in March 2022.

Results and discussion

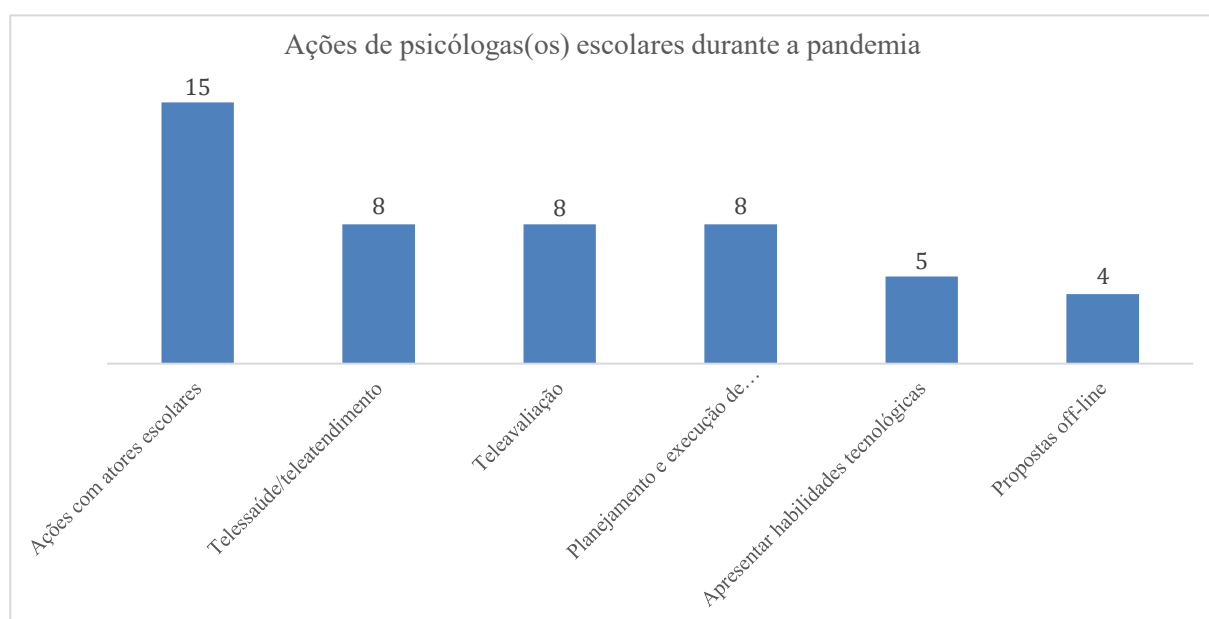
Regarding the category of *countries of origin* of the publications, it was found that 14 articles were from the United States. Most of the articles from the United States present practice options based on documents published by the National Association of School Psychologists (NASP). Brazil had the second-highest number of publications with six articles (Dias et al., 2021; Diogo & Assis, 2021; Fiaes et al., 2021; Oliveira et al., 2020; Silva & Maia, 2021; Souza, 2021). The remaining publications are divided among Australia, Canada, Croatia, Serbia, Greece, China, and Italy. Additionally, one publication was identified as multi-country, where the research was conducted in four different locations: Germany, Australia, Canada, and the United States.

The *journals of publication* of the articles in the sample were mostly from the field of school psychology. The journal with the most publications was School Psychology Review, with seven articles, followed by Contemporary School Psychology and School Psychology, with four and five publications, respectively.

Figure 1 shows the results organized in the category *definitions of roles or functions of the educational school psychologist in the context of the COVID-19 pandemic*, as determined by the articles selected for this review.

Based on the articles and the information illustrated in the graph, there is a noticeable emphasis on proposals for online services and assessments, focused on mental health care, particularly on assessing suicide and self-harm risk in children and adolescents, as well as socio-emotional skills. Some studies advocate for remote assessments by school psychologists and describe procedures that contribute to this activity. These include scales, tests, questionnaires, interviews via videoconference or telephone, and report writing (Brock et al., 2021; Farmer et al., 2021; Hass & Leung, 2021; Golberg et al., 2022; Holland et al., 2021; McClain et al., 2021; Ritchie et al., 2021; Stifel et al., 2020).

Figure 1: Possibilities for action in school psychology during the pandemic according to the productions that comprise the literature review.



Source: prepared by the authors

Most articles report on online assessments based on the guidelines and orientations proposed by the National Association of School Psychology (NASP). The association outlines possibilities for this activity, emphasizing the importance of supporting students' mental health on an individual level. Hass and Leung (2020) describe an assessment method adapted to a remote context: the R.I.O.T. method (review, interview, observation, and test). This study emphasizes the importance of continuing to assess students while considering the spatial, ethical, and methodological limitations of administering tests.

According to Farmer et al. (2021), McClain et al. (2021), and Stifel et al. (2020), the school situation caused by the pandemic raised questions about how school psychologists could provide psychological services to students. The authors express concerns about the endorsement of clinical practices and emphasize the necessity for school psychologists to analyze and develop strategies that consider the limitations of the pandemic, the issues students face in their contexts, and the ethical and legal aspects of school psychology practice, in addition to modifying their areas of practice.

Due to the limitations of remote assessments, McClain et al. (2021) propose using nontraditional methods to observe student behavior, such as the Naturalist Observation Diagnostic Assessment (NODA) application, which enables parents and guardians to record their child's behavior at home and share the recordings with a psychologist. They also emphasize conducting interviews with multiple informants about the child's situation and preparing and conducting teleassessments based on NASP guidelines. Brock et al. (2021) and Goldberg et al. (2022) describe methods for suicide risk assessments based on NASP proposals. They consider the school psychologist's need to understand the implications of assessments in remote contexts and the obstacles to this procedure.

Ritchie et al. (2021) highlight several considerations, including the need for training on online platforms, investment in secure communication methods for conducting interviews and collecting information, and the use of scales and questionnaires. Furthermore, Stifel et al. (2020) present a systematized protocol for administering and evaluating tests in special education during the pandemic. They also mention the possibility of conducting joint observations with teachers. According to these authors, these observations should be carried out without the professional participating in or being noticed in the

classroom. This differs from intervention proposals by Brazilian school psychology researchers who advocate active observation in schools (Andrada et al., 2018; Marinho-Araújo, 2014, 2015).

On this topic, Holland et al. (2021) demonstrate the role of the school psychologist in providing assessment, prevention, and intervention programs based on cognitive behavioral therapy, dialectical behavioral therapy, and mindfulness-based approaches. These strategies are intended for use with students experiencing suicidal ideation related to risk factors during the pandemic.

Other articles also present telehealth or telecounseling as a means of reaching students and addressing issues related to school instruction during the pandemic (Dias et al., 2021; Fiaes et al., 2021; Hasking et al., 2021; McIntyre et al., 2022; Reupert et al., 2021; Schaffer et al., 2021). Most international articles propose using telehealth resources in accordance with NASP guidelines. However, only McIntyre et al. (2022) suggest using telehealth to promote interventions for developing training programs for parents, particularly for Latino children with developmental disabilities.

The national article by Fiaes et al. (2021) describes the implementation of online support and guidance for specific cases, in accordance with recommendations of the Federal Council of Psychology (CFP) for online care. Furthermore, Dias et al. (2021) — a Brazilian study — indicate the use of emergency psychotherapeutic care for individuals experiencing psychological distress, based on observed individual needs in a school setting. Brazilian school psychology researchers, when discussing the pandemic context, advocate for institutional practices that aim to understand the reality of schools and search for concrete solutions to experienced issues through constructing partnerships with the collective and creating spaces for reflection and awareness (Guzzo et al., 2021; Oliveira et al., 2021).

It is worth noting that only Hasking et al. (2021) describe telehealth actions that should be carried out collectively by groups of students and school staff. This is an important consideration, given the potential benefits of collective work, such as understanding the school's reality, building strategies, and promoting awareness and transformation processes within the school (Andrada et al., 2018, 2019).

Furthermore, within the subcategory *work with institutional actors*, actions involving parents and guardians are cited, and among these actions, those closer to collective and preventive practices are identified, such as developing social, emotional, or academic interventions for parents to use at home, creating videos addressing pandemic-related issues to send to family members, and providing guidance on parental involvement during confinement (Reupert et al., 2021; Schaffer et al., 2021; Touloupis, 2021; Ye et al., 2022; Wendel et al., 2020). The following are also mentioned: psychoeducation and inclusion of guardians in therapeutic processes, conducting workshops on conflict resolution and mental health, and providing support and information during remote assessments (Hass & Leung, 2021; Golberg et al., 2022; Holland et al., 2021; McClain et al., 2021).

Souza (2021) describes an experience with psychoanalytically based school psychology within a national context. The professional held listening sessions with parents, teachers, and students to discuss mental health and the *discomfort* caused by the pandemic. Within the field of Brazilian educational school psychology, listening is advocated as a way to focus on the *institutional* voices of school agents to access and address demands that emerge from the educational context (Marinho-Araújo, 2015).

Moreover, several articles suggest that teachers' engagement with students' and their families' cultural backgrounds can improve teacher-student relationships and the teaching and learning processes (D'Costa et al., 2021; Holland et al., 2021; Jones et al., 2021; McIntyre et al., 2022; Song et al., 2020; Truong et al., 2021). Some of these authors discuss the significant and disproportionate impact of the pandemic on marginalized communities, including Black, Latino, and Asian communities, as well as the role of the school psychologist in reducing inequalities and advocating for accessible education for all.

Jones et al. (2021) recommend analyzing and intervening on the traumas caused by racial inequality. This involves creating anti-racism learning spaces that contribute to students' development of racial and cultural identity. Holland et al. (2021) and McIntyre et al. (2022) propose that an understanding

of cultural aspects can encourage family involvement in interventions carried out by school psychologists and facilitate collaborative partnerships between families and schools.

Oliveira et al. (2021) take a perspective of listening to, advising, and monitoring the teacher's work, based on critical school psychology. They affirm the importance of school psychologists contributing to their institution's understanding of the complexity of events related to the pandemic and their effects on schools and the educational process. Further, the authors argue that psychology professionals must encourage teachers to be creative in designing the pedagogical process within the virtual school context.

Related to this point, Golberg et al. (2022) describe the need for school psychologists to support teachers' work by providing resources that can contribute to building teacher-family and teacher-student relationships, as well as fostering a virtual classroom culture. Soncini et al. (2021) indicate that school psychologists can assist school administrators in developing and providing teachers with technical and pedagogical skills to integrate digital devices and resources into the teaching and learning process.

From this perspective of collaboration with the teacher, Schaffer et al. (2021) and Ye et al. (2022) mention that school psychologists should provide resources that support the social and emotional well-being of teachers and administrators. These resources should include materials on self-care and dialogues on coping techniques for the harmful processes involved in the current situation. Furthermore, Ritchie et al. (2021) suggest that psychologists could work on professional development for school staff regarding the behaviors and consequences of the pandemic. In the national context, Dias et al. (2021), Silva and Maia (2021), and Souza (2021) describe actions that can be taken in schools to welcome students and address psychological distress caused by the pandemic, particularly among teachers.

The research found in the survey reveals that teachers are sometimes viewed as a means of accessing students and the information that facilitates the psychologist's work. Teachers are also seen as partners in collaborative efforts with psychologists to develop strategies that benefit teaching, learning, and the relationship between families and schools. Therefore, this study argues that the relationship between the psychologist and teacher is more beneficial when they work together, creating spaces for dialogue and interventions that integrate both groups' contributions (Oliveira et al., 2020).

The texts by Brock et al. (2021), Reupert et al. (2021), Ritchie et al. (2021), and Stifel et al. (2020) also discuss the need for school psychology professionals to *develop technology skills* to perform their work during periods of remote activities. Stifel et al. (2020) and Ritchie et al. (2021) suggest that professionals receive training on how to administer online platforms, both for the use of a new work tool and for the ethical responsibility involved in its implementation, which will allow for greater validation of assessments conducted remotely.

Soncini et al. (2021) emphasize the importance of school psychologists using technological tools to support school subjects. This would entail providing teachers with technical and pedagogical skills to integrate digital devices into educational processes and diversify remote activities. These actions align with the concept of a school psychologist's role in advising and monitoring the teaching and learning processes, which can improve these processes in collaboration with other institutional actors (Marinho-Araújo, 2015).

Studies also propose that school psychologists implement *offline intervention activities* (Fiaes et al., 2021; Hasking et al., 2021; Reupert et al., 2021; Schaffer et al., 2021). In addition to scheduling interviews and gathering information, offline materials were created and distributed to parents and guardians of children and adolescents. Reupert et al. (2021) mention that school psychologists in Germany, Canada, the United States, and Australia mailed newsletters on social, emotional, behavioral, and academic issues for parents to use with their children and adolescents.

Hasking et al. (2021) conducted interventions regarding the risk of non-suicidal injury (self-harm) among students, involving parents, teachers, and students. Despite the online activities, priority was given to parental access through disseminating informational materials and proposing that students send letters and keep diaries. This was done to support those who had difficulty accessing the internet or were not

engaging in remote activities. Fiaes et al. (2021) also reported on the use of therapeutic letters to listen to and support students and school professionals. Other resources were also used, such as distributing informational booklets on various topics, including mental health strategies, violence against children and women, and practical strategies for studying during the pandemic. These booklets presented scientific content in an accessible way to the school community. Additionally, an Instagram profile was created to disseminate the materials developed during the experience.

As mentioned by Coddington et al. (2020) and Oliveira et al. (2021), the existing social inequalities that limit access to school for many children and adolescents worldwide have become even more evident. Therefore, school psychologists must recognize that socioeconomic determinants permeate the social environment and development, shaping the historical moment in which they are situated (Abrantes & Bulhões, 2020). Therefore, by providing offline alternatives, psychologists can contribute to the inclusion of children and adolescents in vulnerable situations by enabling access to school content as well as teaching, learning, and developmental processes.

Regarding the possibility of school psychologists in the *planning and execution of research*, Wendel et al. (2020) conducted a study in Canada with psychology professionals on the reporting of symptoms of attention deficit hyperactivity disorder in children and the parental involvement during the pandemic. Busko & Bezinovic (2021) and Cerović et al. (2022) studied students' perceptions of the remote period and related stressors. Jones et al. (2021) present research with teachers and staff from a school in the United States that aimed to understand how these individuals express concerns about the possible exacerbation of social inequalities caused by the pandemic, as well as establish possibilities for action by school psychologists to combat systemic situations of racism in education. McKune et al. (2021) describe a research project developed by a group of school psychologists that aimed to create a tool for identifying students at risk of developing conditions such as obsessive-compulsive disorder, depression, and anxiety during the pandemic.

Hatzichristou et al. (2021) and Touloupis (2021) conducted research in the Greek context. In the first study, the authors indicate that a systemic approach to the demands of the school community is essential to this professional's work. This approach includes providing psychosocial and learning support at preventive and interventional levels, as well as interventions related to family functioning and grief. It also includes facilitating the return to in-person classes, providing emotional support, and helping individuals comply with health measures. In turn, Touloupis (2021) investigated parental involvement in home activities with children who have learning difficulties during remote learning, and the implications for psychologists' practice in providing educational and psychological support to parents during the pandemic. Additionally, the author explored organizing prevention and intervention actions for members of the school community regarding general and special education issues.

Still within the possibilities of actions arising from the planning and execution of research in school psychology, Ye et al. (2022) propose alternative practices based on their investigation of the impact of online learning difficulties and cyberbullying on the mental health and academic engagement of Chinese adolescents. The presented actions include mental health support, social skill development to foster peer relationships, workshop organization on mental health and conflict resolution, teacher training to identify mental health issues, and teacher self-care encouragement.

Diogo and Assis (2021) present research conducted in the Brazilian context that analyzed and understood possible mediations in non-face-to-face pedagogical activities based on cultural historical psychology theory. The authors problematize the use of the terms *aula* and *ensino*, which the underlying theory understands as dialectical and relational processes. Furthermore, they reflect on the partial return to face-to-face activities.

Most publications on this topic present research in educational school psychology as a means to guide and support intervention actions in the school context. These actions include parent training,

structuring healthy study routines, learning support programs, and adapting to new living and study conditions resulting from the pandemic.

Thus, it is argued that, in addition to the points presented in the articles, research in school psychology can provide access to and understanding of the processes experienced in the school context, expand existing knowledge in the field, and promote action in schools. According to Andrada et al. (2019, p. 3), “[...] the knowledge produced will constitute the basis for the construction of more creative actions in schools, just as professional practice will be an inexhaustible source of questions to be scientifically investigated in this area.” Therefore, the dialectical movement between practice and theoretical knowledge is understood as a relationship in which both complement and constitute each other.

Final considerations

This review revealed that the selected articles helped visualize and better understand the possibilities of the role of school psychologists during the pandemic. This research provided insight into how school psychology was practiced during this period and the resources and strategies used. Furthermore, the review allowed us to understand how educational school psychology has been conceived and developed in contexts beyond Brazil.

Notably, despite the presence of school psychology in various countries, the selected articles reveal differences in how the role of the psychologist is conceived. The differences between national and international perspectives on professional practice are mentioned. In the Brazilian context, for example, one of the selected articles emphasizes collective action and provides support to teachers during the transition to remote learning.

From a behavioral and mental healthcare perspective and based on documents outlining the possible roles of school psychologists, it is evident that the practice is centered on individuals rather than on the collective relationships involved in the educational process. Notably, the perception of students as *clients*, as referenced in some international articles, reinforces an individualistic notion of the school psychologist's work. This notion diverges from Brazilian critical school psychology propositions, which are also supported by this study.

Andrada et al. (2019) recommend a school psychology practice that promotes the development of all actors, collectively and for the collective. According to them, this work should extend beyond school complaints and direct interaction with children. The aforementioned authors mention that this shift by the school psychologist toward the collective is possible through their role as a political agent promoting awareness, prevention, and emancipatory actions for human development and transforming reality. Guzzo et al. (2021) corroborate this understanding by presenting the practice of school psychology during the pandemic. The authors advocate for a psychosocial approach that considers the social, political, and economic determinants that coexist in the school context. Oliveira et al. (2021) also support establishing partnerships with actors to enable dialogue between psychological and pedagogical knowledge when developing strategies that favor teaching, learning, and development processes of individuals linked to the institution.

Furthermore, the construction of scientific knowledge in Brazilian school psychology asserts that effective work in this field must be conducted in partnership with various actors, particularly teachers (Oliveira et al., 2020). Given the numerous limitations arising from the pandemic and remote teaching, Oliveira et al. (2021) advocate for an approach that supports the principles of critical school psychology. As Marinho-Araújo (2015, p. 150) argues, the school psychologist should “[...] encourage educational actors to consciously and competently overcome obstacles to acquiring knowledge [...],” and also contribute to strategies that strengthen the teacher-student relationship.

In addition, constant updating through literature review studies is necessary and relevant. This type of production, when carried out periodically, allows access to the latest scientific research in the field, which supports reflection and awareness in school psychology practice.

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