



**MANUAL FOR EDUCATIONAL PSYCHOLOGISTS.
THEORY AND PRACTICES**

Cándido J. Inglés, Cecilia Ruiz-Esteban,
María S. Torregrosa (Coords.)

Madrid: Pirámide, September, 2019

<https://www.edicionespiramide.es/libro.php?id=5985940>

Jesús de la Fuente Arias

Universidad de Navarra

Educational psychology—as a disciplinary field of knowledge—as well as the educational psychologist—as an applied professional field—need tools to visualize this professional practice. This manual provides an important vision, integrating both aspects, in the school environment, which offers readers a deeper understanding of relevant issues from the point of view of the applied professional.

Precisely because of the above, this *Manual para Psicólogos Educativos. Teoría y Prácticas [Manual for Educational Psychologists. Theory and Practices]* is a relevant contribution, providing theoretical foundation, elements of professional practice and, above all, an identifying vision—of great professionalizing value—for this branch of psychology. Although it has an academic structure, this manual provides a tour through the different professional areas of psychoeducational intervention.

First, it introduces the area of psychoeducational knowledge and the role of the educational psychologist, justifying this approach when addressing various recurring problems encountered by professional educational psychologists in their daily practice. This issue is not a minor one, since it allows the reconceptualization and substantiation of the epistemological and identifying bases of the educational psychologist, as a specialized professional in the educational field. In fact, after the creation of the figure of the psychopedagogical counselor—as a generalist practitioner—, the professional figure of the educational psychologist—as a specialist and expert in psychological processes of development, learning, and teaching—, has become rather blurry after this professional definition established by the Spanish educational administration. For all of these reasons, it is of great importance to reflect on, as well as to redefine the professional roles and areas of intervention.

Subsequently, several chapters acquaint us with the problem of *assessment and intervention in the area of tutorial action*, in terms of the optimization of development and learning processes, through the teaching process in a school context. Thus, the questions of *meta-motivational and meta-affective variables* in the school context (Chapter 3) and behavioral problems in the classroom or cyberbullying among peers (Chapter 6) are addressed, both of great relevance to academic and research fields, as well as to practitioners. Aspects related to classroom organization are also addressed, in cooperative work (Chapter 7), with great relevance in the innovation

Dr. Jesús de la Fuente Arias is Professor of Evolutionary and Educational Psychology (University of Navarra) and Member of Recognized Prestige in the Division of Educational Psychology (Spanish Psychological Association)

processes related to classroom learning and teaching. One issue that deserves special attention is that related to the *improvement of the participation and commitment of families* in the educational processes of their children (Chap. 8), which is indispensable if one considers the predictive value of this factor with respect to students' developmental process and learning.

The chapters dedicated to the area of attention to diversity and SENs are of considerable importance. Here, cognitive difficulties (Chap. 3) and *difficulties in school learning* (Chap. 4) are covered, as well as the issues of rejection, anxiety, and truancy (Chap. 5), all aspects that are especially relevant in the definition of the psychosocial causal factors of academic performance and early school leaving.

Finally, a transversal chapter, referring to ICTs in the classroom, allows us to glimpse the relevance of these technological tools as a resource for carrying out technological innovation in educational processes. This chapter, thus, makes visible the relevance of technological resources in professional practice and opens the door to the use of innovations of all kinds, applied to the assessment and improvement of educational experiences.

Therefore, the value of this manual lies, essentially, in providing a purely psychoeducational vision to the identification of problems, the evaluation processes, and the intervention strategies assumed. Although the manual does not exhaust all the problems and fields of psychoeducational intervention that exist in the aforementioned professional practice—for example, those referring to the area of vocational guidance, are not covered—the contributions provide a good theoretical foundation and practice, which will serve both for the training of future professionals and the updating of active professionals. In fact, the chosen structure, in which applied learning activities for theoretical contents are presented, is essential for the procedural construction of professional decision-making processes.

In conclusion, this manual is a relevant contribution to the conceptual, procedural, and attitudinal learning that facilitate the construction of the academic-professional competences established for the discipline of education psychology, included in the curricula of the Spanish psychology faculties. We hope, therefore, that it not only contributes to the study of psychoeducational foundations and processes, but that it also helps to increase the professional commitment of teachers and students to the profession, in this branch of psychology. We very much need it. It seems reasonable to assume that it is not only important that our students know psychology and know how to make professional decisions, but also that they feel identified with the professional profile of the educational psychologist. Only then can we conclude that their training has made them *competent as educational psychologists*.

