

PSYCHOLOGICAL SERVICE IN INCLUSIVE EDUCATION

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ABSTRACT

This paper deals with the school psychologist's role as a potential factor in assessing, advising and integrating special needs children in the inclusive education. It focuses on his/her efficiency and role in children's problematic behavior, reducing their stress level, anxiety, and depression.

This study aims to make people aware of spreading and supporting psychological service in the inclusive education as well as public opinion about collaborating with psychologists in order to support special needs children and to motivate school psychologists to improve their professional performance in assisting children with learning difficulties.

Methodology: Half-structured interviews, focus group and observation were used as instruments of this study, which was performed in three schools: "Osman Myderizi", "Dituria", and Edit Durham".

Results: 48 of the respondents stated that psychological service helps in facilitating the learning process. 20% of them admitted that counseling, psycho-educative assessment, psychological assistance, social help and individual counseling were successfully applied by school's psychological service. 35% of them said that psychological counseling was effective in reducing bullying. 38% accepted the psychologist's coordinating role with the other actors in education. 40% of the respondents highlighted the fact that psychological service is necessary for inclusive education.

As a conclusion, it is time psychological service was institutionalized as a permanent service and integrated into all schools of our country. The effectiveness of psychological assistance to special needs children in inclusive schools was increased by collaborating with the other actors of education.

KEYWORDS: Psychological Service, Psychological Counseling & Effectiveness.