

Contents

Part I Introduction to Part I: Educational Psychology Practice as It Stands Today

1 What Is Educational Psychology Practice?	3
Introduction.....	3
Educational Psychology Practice in a Time of Upheaval	5
The Status of Psychologists in the Educational Psychology Field Practice	7
Early Educational Psychology Practice	8
Prevention and Counselling Practice	10
Summary	12
References.....	12
2 Approaches and Methods Used in Educational Psychology Practice	15
Introduction.....	15
The Service Approach.....	16
The Consultation Approach	18
Consultation	19
The Origins of Consultation Theory	22
System Theory	22
The Question of the Expert's Role.....	23
Facilitation and a Different Type of Knowledge.....	25
Circularity	28
Social Constructionism and the Significance of Language.....	29
Prevalence of the Consultation Approach	30
Models of PPC Practice	32
Summary	33
References.....	34

3 Inclusion as a (New) Priority for Educational Psychology?.....	35
Introduction.....	35
From Integration to Inclusion	36
Is the Curve Broken?.....	38
The New Discourse of Powerlessness?.....	39
Inclusion Manifests Many Paradoxes	43
Educational Psychologists and Inclusion.....	45
Summary	47
References.....	48
4 Educational Psychology – Background Factors.....	49
Introduction.....	49
Pathologisation and Psychiatric Diagnosis	50
Tendencies to Individualise.....	54
Individualising Technologies?	56
New Public Management in Education.....	59
Increased Demand Management.....	65
Increased Conceptualisation of Pedagogical Practice.....	67
Summary	69
References.....	69
 Part II Introduction to Part II: Educational Psychology Practice 2.0	
5 A Pragmatic Consultation Approach	75
Introduction.....	75
Is Consultation Perhaps Not the (Only) Answer to the Challenges?	76
Uncertainty About Consultation	77
The Educational Psychologist as Handyman and Pragmatist.....	78
A Pragmatic Concept of Truth	80
A Pragmatic Consultation Approach	82
Conclusion	85
References.....	85
6 Educational Psychology Practice – A Divided Field	87
Introduction.....	87
Dualism in Educational Psychology	88
The Four Obvious Pairs of Opposing Elements.....	90
Freedom of Method as Opposed to Prescribed Method.....	93
Didactisation as Against Psychologisation	95
Psychologised Pedagogics	97
Shared Didactics.....	98
Summary	99
References.....	100

7 The Educational Psychologist as Everyday Researcher	103
Introduction.....	103
The Case of Lea	104
Pragmatic Educational Psychology.....	105
Situational Analysis	106
Why Use Situational Analysis in Educational Psychology Practice?	110
Observation as a Means of Being Closer to Practice	111
Why Observe?.....	112
Observation Gives Access to People’s Everyday Lives	113
Observation Yields a Better Understanding of the Individual’s Participation in Social Communities	114
Observation Reveals a Child’s Perspective	115
Observation Allows for New Understandings of an Issue.....	116
Observation Challenges	117
Observation Is Time-Consuming	117
We Observe Simply to Please Teachers	118
Observation Rarely Leads to New Awareness.....	118
Observation Is Diffuse and Has Little Legitimacy.....	119
Breakdown and Abduction as Inspiration for Educational Psychology Practice	120
Why Use Abduction in Educational Psychology Practice?	122
Concluding Discussion of the Educational Psychologist as Everyday Researcher	123
References.....	123
8 Innovative and Creative Forms of PPC Practice	127
Introduction.....	127
Why Is Creativity Needed at an Educational Psychology Service Centre?	127
Intensified Requirements	128
A Psychological Approach to Creativity.....	129
How and When Are We Creative?.....	131
Psychology Work as a Creative Undertaking.....	133
The Organisational Preconditions for Creativity and Innovation	135
Summary	138
References.....	138
9 Concluding Thoughts on the Past, Present and Future of Educational Psychology	141
Introduction.....	141
A Look at the Past (and a Glance at the Future)	142
Educational Psychology Practice in the Future	143
At the End of the Road.....	145
References.....	147