

History of School psychology

School psychology is not a modern science, but a science as old as psychology where it was called traditional psychology.

and the school, with the intention of evaluating the child educationally, recognizing his emotional issues, and measuring his intelligence, achievement, and personal characteristics.

and measuring their intelligence, achievement and personal characteristics, there is what is known as school psychology.

School psychology aims to provide psychological services directly or indirectly to children in order to develop their psychological health, growth and educational development, as mentioned earlier, and these services are provided by the psychotherapist and psychologist.

These services are provided by psychotherapists, counselors, and educators, and it has been observed that school psychology has

School psychology has extensions and relationships with other sciences, such as mental health, special education, developmental

developmental psychology, and therapeutic psychology (Mohammed Sulaiman, 2010, p. 30).

School psychology dates back to the beginning of psychology in America, specifically in the late nineteenth and early twentieth centuries.

Nineteenth and early twentieth century, and it was associated with functional and clinical psychology.

School psychology came from functional psychology, and school psychologists were interested in

School psychologists were interested in childhood behaviors and dysfunctional life processes or in the brain itself, they wanted to understand to learn.

In addition to its origins in functional psychology, school psychologists are interested in the causes of behaviors and their effects on learning.

Another important event in the founding of school psychology was the Thayer Conference, which was held for the first time in 1954 at West Point, New York, at the Thayer Hotel, by the Psychological Society. The American "APA" was intended to develop a position on roles, jobs, and training.

Credentials and credentials for school psychologists were discussed, and the roles and functions of the specialist were also discussed. School psychology and their training method.

At the time of the conference, school psychology was still in its infancy.

About 1,000 practitioners in school psychology, and one of the goals of the Thayer conference was to introduce school psychologists.

In the fifties of the twentieth century, interest in the learning process within the classroom, and in the relationships between students, their classmates and their teachers, increased, and school psychology began to appear increasingly, and then applied aspects were introduced to the subject of this science until it became classified between basic sciences and applied sciences, where a general yearbook appeared. 1964 on theories of learning and teaching, written by prominent psychologists, who explained the dominance of the applied aspect of this science.

As for the Arab world, this science was limited to Egypt. In the early thirties when the Institute of Education for Teachers was established (currently the Faculty of Education at Ain Shams University) and the model schools, where among the pioneers of this movement were Professor Ismail Al-Qabbani and Professor Abdul Aziz Al-Qusi, who were credited with pioneering this field.