PSYCHOLOGIST PERFORMANCE IN INSTITUTIONAL SHELTERING SERVICES FOR CHILDREN AND ADOLESCENTS [1]

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ABSTRACT. The activities to be developed by psychologists in the Sheltering Services (hereinafter called "Shelters") are greatly important for the elaboration and development of the political-pedagogical project of such services. The aim of this study was to investigate the psychologists' performance in assistance for children and adolescents in the Shelters of a Metropolitan Region of a Brazilian capital. According to a semi-structured script, visits to institutions and interviews with psychologists were made. It was used the thematic content analysis and a qualitative data analysis software for data analysis. The study shows the recent entry of the Psychologist in these Services, combined with considerable turnover of these professionals. A movement of psychologists in distance themselves from assistance or repressive practices were observed. However, the lack of spaces that provides reflections sharing among professionals and the difficulty of involving families in the reception processes and in the family reintegration was observed.
Keywords: Psychologist; social assistance; children and adolescents.

ATUAÇÃO DO PSICÓLOGO NOS SERVIÇOS DE ACOLHIMENTO INSTITUCIONAL DE CRIANÇAS E ADOLESCENTES

RESUMO. As atividades a serem desenvolvidas pelos psicólogos nos Serviços de Acolhimento são sobremaneira importantes para a elaboração e desenvolvimento do projeto político-pedagógico desses serviços. O objetivo deste estudo foi investigar a atuação profissional dos psicólogos no âmbito da assistência a crianças e adolescentes em Serviços de Acolhimento da região metropolitana de uma capital brasileira. Foram realizadas visitas às instituições e entrevistas com os psicólogos, de acordo com um roteiro semiestruturado. Para a análise dos dados foi utilizada a análise de conteúdo temática e um software de análise de dados qualitativos. O estudo aponta a recente entrada do psicólogo nos Serviços, aliada à considerável rotatividade desses profissionais. Foi observado um movimento dos psicólogos em distanciar-se de práticas assistencialistas ou repressivas. Entretanto, foi verificada a ausência de espaços que proporcionem o compartilhamento de reflexões entre os profissionais e a dificuldade em envolver as famílias nos processos de acolhimento e reinserção familiar.
Palavras-chave: Psicólogo; assistência social; crianças e adolescentes.

EL PAPEL DEL PSICÓLOGO EN SERVICIOS DE ACOGIDA DE NIÑOS Y ADOLESCENTES

RESUMEN. Las actividades a desarrollar por los psicólogos en los Servicios de Acogida son de gran importancia para el diseño y desarrollo del proyecto político-pedagógico de este tipo de servicios. El objetivo de este estudio fue investigar el trabajo de los psicólogos profesionales para la asistencia a los niños y adolescentes en los Servicios en la región metropolitana de una capital brasileña. Se realizaron visitas a instituciones y entrevistas con psicólogos, según un guión semiestructurado. Para el análisis de los datos se utilizó el análisis de contenido temático y un software de análisis de datos cualitativos. El estudio muestra una entrada de Psicólogo reciente de servicios, combinada con un considerable volumen de cambio de estos profesionales. Se observó un movimiento de psicólogos en distanciarse de las prácticas coercitivas. Sin embargo, se observó la falta de espacio para proporcionar reflexiones entre los profesionales y la dificultad de involucrar a las familias en los procesos de recepción y reintegración familiar.

Palabras-clave: Psicólogo; asistencia social; niños y adolescentes.

Introduction

The development of the psychologist profession in Brazil is closely linked to its own political, economic and social development in the country. The profession was regulated in the 1960s, now in its fifties; however, studies on the psychological phenomena are still encountered in the colonial period through the Society of Jesus. For Antunes (2004) the psychological ideas spread across Brazil with the expectation of transforming its society according to models of nations considered more developed. Brazilian professionals formed abroad imported such knowledge into the country. Thus, these ideas were characterized by the production of an uncritical knowledge that disregarded the historical and social aspects of the Brazilian man, except for some scholars as Helena Antipoff (educator), Manoel Bomfim (doctor) and Ulisses Pernambucano.

The Federal Law No. 4,119/62 regulated the psychologist profession in Brazil. The opening of higher education to private institutions promoted the proliferation of formation courses in Psychology in the country, which favored clinical formation, due to attracting a greater number of students (Antunes, 2004). Subsequently, the political and financial crisis, since the late 1970s, reduced the clinical labor market due to the decrease in the purchasing power of the middle class (Dantas, 2013). In the same period, psychologists have become criticized for disregarding the existing social determinants in the learning process. These issues, and the reorganization of the popular power, mobilized psychologists to defend the professional interests of the category, combined with an articulated professional practice with the Brazilian social reality, through representative bodies such as the councils system and unions (Antunes, 2004; Bock, 1999; Yamamoto, 2007).

The category of psychologists inserted itself in the public field of social welfare, bringing new challenges to the profession, which should respond to the needs of a population with which it did not work routinely and, when it happened, it was not from the perspective of recognition of the social rights (Bock, 1999; Yamamoto, 2007). Nowadays, the *Sistema Único de Saúde* [SUS] (Unified Health System) and the *Sistema Único de Assistência Social* [SUAS] (Unified Social Assistance System) services are the main employers of psychologists in Brazil, including the *Proteção Especial de Alta Complexidade* (Special Protection of High Complexity), where it is found the Shelters for children and adolescents.

Resolution No. 17 of June 20, 2011, from the *Conselho Nacional de Assistência Social* (National Social Assistance Counselor) ratified the NOB-RH / SUAS (2006) and stated, ultimately, the obligation of the psychologist and social assistant as professionals of the reference staff of the SUAS services, in which it is included the *Serviços de Acolhimento Intitucional para Crianças e Adolescentes* [SAICA] (Institutional Sheltering Services for Children and Adolescents - Shelters). The Shelters are responsible

for taking care of children and adolescents whose families or guardians are temporarily unable to fulfill their care and protection function.

Therefore, the activities to be carried out by psychologists in Shelters cannot lose sight of the social and historical context of families and communities to which children and adolescents welcomed belong. The document *Orientações Técnicas para os Serviços de Acolhimento* (Technical Guidelines for Sheltering Services) (CONANDA/CNAS, 2009) provides guidelines on the main activities to be developed by the technical team, which minimally includes the psychologist and the social assistant, who must perform since the support in selecting and training the teachers to psychosocial monitoring of the welcomed and their families, as well as the organization of the necessary information and the articulation with the *Sistema de Garantia de Direitos* [SGD] (Rights Assurance System) , among other competences.

 Such activities to be developed by the Shelters technical team, which receive these children and teenagers, are exceedingly important, since the preparation and the development of their political-pedagogical project until the bases of judicial decisions concerning the present and future of the welcomed children and adolescents. Thus, we see the need to better understand the work of psychologists who performs in Shelters in order to reflect on the work context of this who plays an important role in ensuring the right to family and community life of the infant-juvenile population.

Method

The aim of this study was to investigate the role of the psychologist in assistance to children and adolescents in Shelters of a Metropolitan Region of a Brazilian capital. For this purpose, it was proposed to carry out visits to institutions, to know how psychologists working field, their work routine and activities developed are organized. Nine psychologists were met in eight Shelters, which were interviewed according to a semistructured script. It was used the thematic content analysis and qualitative data analysis software (QDA Miner) to analyze the collected data. From the interviews, the following discussion fields were extracted: the psychologists and institutional structure; working activities, methods and resources; the psychologists and legal frameworks of shelters. Such research was approved by the Research Ethics Committee (Comitê de Ética em Pesquisa) of the University and with the agreement of the institutions and participants. The services alternated between the care modality at a foster-home (4) or shelter (3) and, as well as local government nature (3) or non-governmental (4).

Results and discussion

The profile of psychologists from SAICA is characterized by being composed mainly by women (8), mostly are single (5) and young people between 25 and 35 years old (5). The Clinic area was the stage option of three psychologists, followed by areas related to Health Care - Hospital Clinic, Hospital and Mental Health, Alcohol and Other Drugs. In relation to the complementary education, seven of the professionals have completed at least one post-graduation and preferably practical bias courses has been attended, namely, qualification and specialization.

The Cognitive Behavioral and Humanistic-Existential theories, traditional benchmarks of psychology, were cited as the most adopted by the psychologists. However, some psychologists have shown concern in not having a closed mind on their theoretical options, so they seek to exert contextualized actions and in line with relevant knowledge and regulations to the infant-juvenile population care.

In order to better meet the proposed objectives, it was necessary to know the work context of each psychologist, that is, how the professional insertion is configured in this field. Starting the analysis about his career, prior to SAICA, we realize that this is the first experience in this field of all respondents' psychologists. Five of them had been dealt with the social area, one of them through a curricular

internship and the others, in professional practice in CRAS and CREAS (Brazilian Social Assistance Institutions).

In this regard, we agree with Dantas (2013), when he states that despite the individual trajectories during graduation differ greatly, it is undeniable that the inclusion of thematics and the development of competences and specific skills facilitate the understanding of the professional about the services as well as they encourage interesting movements in the psychologist professional action.

This fact refers to the importance of Complementary Education in this area, whether through case studies, qualifications or specializations, among others, in order to enable these professionals to complement possible deficiencies in their formation, with regard to work with the SAICAs. Including, in the case of Shelters, it is required a wider range of knowledge, technical skills in diverse areas such as violence and social exclusion; chemical dependency; infant-juvenile development; selection and development of human resources; among others. (CONANDA/CNAS, 2009).

Six psychologists are serving at SAICAs less than a year. Four of them are the first psychologists hired by the institution. The insertion of psychologists in these services coincides with the approval of Technical Guidelines for Sheltering Services (*Orientações Técnicas para os Serviços de Acolhimento)* (CONANDA/CNAS, 2009) and New Adoption Law (Lei nº 12.010, de 3 de agosto, 2009), which reinforced the importance and the role of the technical team, which is already established by *Estatuto da Criança e do Adolescente* (Statute of the Child and Adolescent) ([ECA] Lei n. 8069, de 13 de julho, 1990) and *Política Nacional de Assistência Social* (National Social Assistance Policy, 2005). Thus, this may suggest that the greatest law enforcement led to the broader range of psychologists in these services. However, the linkages of these professionals with the institution may be considered fragile, as four work through service agreement, subject to annual renewal, which can depend not only by political circumstances , but also by labor precariousness. Moreover, the others have effective link (3) or employment relationship (2).

As a result, the professional turnover tends to weaken the performance of the entire team, as shown in the report: "*There is a movement almost inhuman in the exchange of these professionals. People come, but still during the process of learning, they are left out"* (Psychologist 8)*.

In relation to working arrangements, one of the professionals devotes only 10 hours per week, while other two work 40 hours. Three of the respondents work in institutions with greater number of welcomed which is superior to what the law demands . We wonder if the difficulty of the category to assert its professional rights does not also require weaknesses in ensuring the rights of children and adolescents welcomed in these institutions, especially when we consider that the psychologist is the professional responsible for monitoring the welcomed, from the moment of his arrival to the family adaptation period.

The work routine of psychologists interviewed can not be considered homogeneous, starting from the different working hours to be provided in the various Shelters, which influence the organization of work and in the scope of developed activities. Another influencing factor is that the workplace also defines the days and times that the psychologist must be in the institution.

The Shelters operate continuously, that is, they do not close or stop serving. Educators or social parents, who are directly responsible professionals for children and adolescents care, take turns in shifts or through weekly days off. During the interviews, two psychologists have pointed out the need not to be present only during daytime, as exemplified in the quote, " *I usually come in the day shift, but I can also come in the afternoon and stay until evening to know the dynamics of this period, in order to know the night educators and the operation of the institution as a whole "* (Psychologist 8).

This approach differs from the traditional models of psychologists who works in a closed room, focused on predicting, describing and controlling behaviors. Interestingly, as some psychologists find it important to participate to the maximum of the welcomed routine, while others prefer to preserve a familiar routine in homes, only interfering in specific situations. According to Martín-Baró (1996), the psychologist's work should take place in light of the specific circumstances of the population that must be met, that is, he should consider the particularities of his operating context. For the SAICAs, firstly must be the interests of the welcomed and the particularities of each service and community where it is present.

Respondents underline the comprehensive nature of the activity that requires the expansion or rupture with traditional models of Psychology action. There is concern in knowing all areas of the Shelter

to provide care to children, employees and their families, in addition to networking, aimed at giving a better quality of life for welcomed. Among the requirements to work in SAICA, psychologists cite aspects that go beyond theory, as the professional interest and affective aspects, such as the love to work, as well as ensuring the rights of children and adolescents. Thus, on the activities carried out by psychologists, it was observed agreement with the proposed technical guidelines (Table 1).

All psychologists reported conducting planning meetings on the institution's activities with other professionals, in general the technical team, which range from weekly to monthly frequency. It is important to highlight the variety of professionals who compose the technical team, namely teachers, physical educators, among others. The respondents report reveals the need for the psychologist to plan his activities and work together with other Shelter´s workers, even including professionals from other institutions that may be deemed necessary, as the Public Prosecutor. However, this integration can not mean exemption from the psychologist's role to be constantly deepening the reality knowledge and critically analyzing the nature and characteristics of his intervention. According to Guzzo and Senra (2012), "in a practice in the field of Social Assistance we understand that a sharpening of the critical eye is needed on the hegemonic relations of society, from the existing public policies built in this context and the concrete living conditions of the served population " (p. 297). Teamwork, among six of those interviewed psychologists, is permeated not only by exchanging information with social educators, but also by guidance and formations, which follow a variety of topics, sometimes resulting from the institutions routine.

Table 1 - Activities conducted by psychologists at SAICA

Activities	Cases (N) *
Demand Survey	9
Individual Care	9
Family Support	9
Preparation of PIA and Reports	9
Inter-institutional Articulation	9
Group Attendance	8
Preparation for Adoption	6
Guidance / Assistance to Educators	6
Institutional Planning	6
Referral	4
Participation in Hearings	3
School Visit	3
Application of Psychological Tests	2
Professional Selection	1
TOTAL	**75**

* Computed more than one answer per respondent

Talking about the resources available to psychologists, it was appointed the absence of a diagnostic study, which assesses the risks to which child or adolescent are subjected and their family conditions to overcome the observed violations of rights, in addition to indicate the best alternatives for the protection and care provision.

There is a serious problem when the child arrives; it is the lack of diagnostic studies; we are starting from scratch, the shelter justifications are very fragile and the child often had an extended family who could have been and was not triggered. Then, afterwards, the extended family comes desperately. (...) Once sheltered, a whole process runs, the judge will only release at the first hearing, which can happen in three months (Psychologist 7).

Among the new parameters for the Shelters, the New Law of Adoption determines that immediately after the welcome, the Service shall prepare a *Plano Individual de Atendimento* [PIA] (Individual Care Plan) aimed at family reintegration. The PIA and the semi-annual report underlie the decision-making about the future of the child or adolescent and his family. To do so, it is also important the formation spaces, case studies and exchanges of experience for the development of unique views among these professionals (Elage, Goes, Fiks, & Gentile, 2011). There are differences in how psychologists realize PIA - and the reports - in their daily lives due to apprehension that the dedication required for the preparation thereof becomes extremely paperwork, reducing the time living with the welcomed. Other respondents see these tools as something to be incorporated into the Shelter day to day. On the other hand, they were unanimous in making reference to the delay in the processes agility.

Three psychologists reported participation in hearings on decisions about the welcomed, which shows a closer relationship with the judiciary, although it was not a specific question of the interview. There are also complaints for the short time to prepare the documents, which can also be the result of the absence of initial diagnosis. Bernardi (2010) believes that "the aim of the PIA is to ensure the understanding of each child and teenager as a person, coated with a special uniqueness, which has built a plan with him and for him" (p. 108). In interviews, however, it was not seen the decisive participation of families in the PIA, so that, apparently they seem to be more as PIA´s receptors than as collaborator. Psychologists refer to specific care, directions or conversations with children and adolescents, which can occur at the request of caregivers,of the welcomed or on one´s own initiative. In addition, five stated they refer the welcomed to the external psychotherapy, when it is necessary.

Psychologists also report differences in their relationship with children and adolescents, the latter being less accessible, when referring to the history of life, the characteristics of adolescence or individuals. The psychologist's work in this context is different because it includes from the most formal aspects - reports, meetings, network coordination - as affective, when they participate in the welcomed residential routine or most intimate moments, like tours, which reminds in some ways, a family relationship.

"It is a relation of much affection. I always seek a relationship of trust and I always seek to establish the limits correctly, because otherwise they control us. They have two small kids that even call me grandmother and my husband as grandfather, if I talk to him on the phone they also talk to him" (Psychologist 5).

"According to legend, we should be very technical, but indeed, they affect us. I am touched emotionally, I suffer here, I suffer at home, and I try, with the girls, look for possibilities for change. When they call us in the middle of the night, then we meet and see what to do" (Psychologist 8).

Some psychologists also spoke about their goals in relation to children and adolescents. The concern is to help them to understand the situations that caused their welcome, in addition to the empowerment of their rights. One strategy, used by eight of the interviewed psychologists, is a work with the welcomed in group, who show different characteristics and objectives, mainly due to structural differences between the Shelters but also according to the work hours available by the psychologists.

All principles to be adopted by Shelters are based on the preservation of family and community ties, promotion of family reintegration or integration in a foster family. It was asked to psychologists about their work with families. Among the activities reported, there are the home visits, referrals to other services and guidance. It was noticeable in some speeches, stuffiness of a position of imposing standards and norms that do not necessarily match with those who were adopted by the family. To Valente (2010) "You have to keep in mind that the family has the problem, but this same family can have the solution, since it is cared and protected. This process always involves a significant number of

professionals, services and people "(p. 142). It demands new looks, postures and innovative practices, beginning with taking responsibility for finding the families and their involvement as partners:

> *"We have not found the families of some children, but at the moment we can have a contact, initially, we conduct home visits and spend time with them, a group with family. We try to redeem this bond, so that they can have access to visits, we guide them in order to know that it takes additional effort and it is important their participation" (Psychologist 3).*

There is also the recognition that the family must also be cared "*We have these guiding questions: Are there condition to child's return? What needs to be remedied? What this family needs to be assured to have this child back?*" (Psychologist 4). This attitude also involves the realization of social rights of the family, as emphasized by a psychologist: *"We stay here guaranteeing rights but, what do we do with the family?"* (Psychologist 8).

The awareness that every effort should be undertaken to see that every child and adolescent has the right to a family is what gives meaning to the existence of the Shelters, otherwise they are only deposits of children. It must be recognized that the state itself presents a flaw, it does not ensure decent living conditions for its citizens, and arbitrarily keeps hiding its flaws through the institutionalization of children and adolescents by poverty reason. Parents and family members must be invited to be partners, but it only will be effective with the fall of the historical paradigms of guilty and disorganization of poor households. "*They get angry at the judge, the tutor counselor, the SOS staff and everyone who is involved in the child's withdraw process because they had a way to take care of that child which was the right way for them.*"(Psychologist 7).

Interestingly that, while being valued into the politics, speeches that highlight the idealization of family or substantive parameters for the family reintegration, almost all SAICAs that were visited showed severe structural problems of maintenance, for example: food, clothing, hygiene and adequacy of spaces. Such precariousness reflected, even, in difficulties in carrying out home visits and group family assistance.

The strengthening of linkages can occur not only restricted to family visits; a broader view, meet the family, its history, its life projects and the relationship among its members is required. During the interviews, we found some different practices in the studied context:

> *"We organize the group with families in order to speak a little about Statute and be listening on the role of the responsible person, from the mother to the father and about how to welcome the child. (...) At least, once a month we can carry out the group (...) we also realize it in events that we promote: Children's Day, June Festival, the Christmas party. In these celebrations, the family and we have the opportunity to participate and these moments are very nice" (Psychologist 3).*

> *"There are children who are about to be deprived of parental rights and the mothers come and say, "It should have a nursery closer to my home." She has no idea what is going on. Many of them do not receive anything from the Programa Bolsa Família (Federal Family Grant Program) and they are also excluded from the Assistance Network. Therefore, we want to bring information to help them to access it. (...) we seek to mediate the family's relationship with the people in the Shelter and in the Juvenile Court. They are very laymen and even do not know what is going on, they just know they have a judge in history" (Psychologist 7).*

For the Federal Council of Psychology (2007), working with groups plays an important role in Social Assistance, since it allows the perception of equality of the suffering situations and the different ways and possibilities to react to them, and enables to reflect on itself and the world around through the development of potentialities and personal and collective acquisitions.

The role of technicians to produce reports can not reduce them to the status of bureaucratic evaluators families. The psychologist's work, in these services, becomes important when this professional has his knowledge in favor of breaking the stereotypes associated with family, children and adolescents (Córdoba & Bonamigo, 2013). This perspective allows the SAICA, next to the Protection Network, to overcome the actions focused on the family limitations and deficiencies, towards possibilities of developing their potentials.

The Shelters have close interface with SGD, and they often require a more complex and shared management with the Judiciary, Public Prosecutor and other entities that may be necessary, as the Tutor Counselor and other organs of Social Assistance. Such interface appears to be the goal of the interviewed psychologists, as all of them cited some type of joint in families' assistance, especially with the CRAS and CREAS.

However, it is emphasized that the institutional linkage is not just referrals: we must follow closely the families to recognize their needs as well as to facilitate their appropriation of the services, projects and organizations that can best serve them, such as those already cited: *Programa de Erradicação do Trabalho Infantil* [PETI] (Child Labor Eradication Program), *Centros de Atenção Psicossocial* [CAPS] (Centers for Psychosocial Attention) and Universities. This, without losing sight of the informal support networks that the family has, as his relatives and community groups. The reasons for referral to the SAICAs are so complex that also require a diversity of actors in overcoming them. What called our attention was that in all the interviews there are reports on the parents reception due to drug addiction or alcoholism use, a phenomenon that in the report "A Closer Look" (CNMP, 2013) is the main reason of the reception in Shelter mode and the second largest in Foster-Homes. This report deals with data collected in the inspections carried out by the Public Prosecutors in entities that perform institutional or family care programs.

> *"My job is to inform, to strength ties and to give referrals to the network. Many parents are there with the justification that they are alcoholics so that they are neglecting their role, so we need to direct them to the CAPS. We harp on the same string: he needs to do the treatment and then the judge can authorize the child's return. They say that they can understand, but they do not seek it and to complicate the situation either the service is on strike or there is no vacancy"* (Psychologist 7).

Organizing efforts to solve the problems and ensure the irreversibility of the process goes beyond the psychologist posture: it takes qualification and adequate infrastructure of the components from the entire Protection Network. Otherwise, misleading practices, such as applying the protective measure though without prior coordination with preventive services, such as CREAS, will continue to occur, as was reported in interviews.

As an alternative to the unstable of work from government services, which should support their activities, some psychologists have gone to Public Prosecutors so that this results in the realization of care. The reports demonstrate a dual relationship between SAICA and the Public Prosecutor; the latter both appears as the "savior" – in order to defend the rights - and assumes the position of regulatory agency or facilitator. It is worth noting that psychologists realized a lack of organs specially created to defend the rights of children and adolescents, namely, the National Council for the Rights of Children and Adolescents and the Tutor Counselor, with regard to these situations. In addition, except in cases of institutions under the same management, the spaces for dialogue among SAICA professionals are scarce, making it difficult to have a link among them in the fight for ensuring the children and adolescents rights under their responsibility.

Three psychologists reported that they visit schools. In addition, psychologists who work with adolescents mentioned the search for professional, artistic or aimed at sport courses. They are places of utmost importance to provide formal education and spaces for meetings among colleagues, with the possible establishment of friendships. However, some psychologists point out that these institutions demonstrate unpreparedness to deal with this public "*Teachers divide, they exclude. We often have to go there, have to work, have to explain, and have to defend*"(Psychologist 1).*"There are schools that do not even know what is a Casa de Passagem* (entity that serves children in social at-risk situations) *and that these children should have priority. (...) Lack of education, vacancies at school"* (Psychologist 7).

It is fearful the perception of professionals that these spaces that should disseminate the rights of children and adolescents are also places of stigmatization. Carlos, Ferriani, Silva and Leite (2011) point out the importance of the school's role in understanding and welcoming children and adolescents, as well as knowledge transmission. Therefore, working aiming at children and adolescents to be subjects

of rights really requires the constant effort of spreading these rights throughout society, demystifying the prejudices that create barriers between SAICA and the community.

The implementation of the ECA requires to Shelters the formation of new paradigms that reflect in all its functional, physical and human resources structures, that is, demands its institutional reorganization. In 2006, the *Plano Nacional de Promoção, Proteção e Defesa do Direito à Convivência Familiar e Comunitária de Crianças e Adolescentes* [PNCFC] (National Plan for the Promotion, Protection and Defense of the Right to Familiar and Communitarian Conviviality of Children and Adolescents) reinforced this need and has implemented new rules and guidelines related to the measurement of institutional care, such as Law 12,010, August 3, 2009 and the document Technical Guidance: Shelters for children and adolescents (CONANDA/CNAS, 2009). These legal reformulations of care bring major changes to the practical realization of the rights of children and adolescents advocated by ECA.

Psychologists said they know the new regulations and guidelines superficially. This is a worrying situation, because what we see is that professionals are inserted in the institution without in-depth knowledge of the laws and rules that underpin and must guide their care. It is partly understandable this lack of theoretical intimacy with the legal frameworks, as a result of recent entry of these professionals in the field of Social Assistance. In addition, psychologists have cited the distance between formation in psychology and practice of SUAS.

To Valente (2008), "it is how the professional develops his activities concern at the problem presented by the family who will or will not reveal its competence" (p. 42). In this sense, there are examples of professionals who are not limited to specific knowledge of the Institutional Reception and seek a broader understanding of this field, by incorporating the study of other rules, plans and guidelines. They are: resolutions of the *Conselho Navional de Assistência Social* (National Council of Social Assistance) and the *Conselho Federal de Psicologia* (Federal Council of Psychology); *Declaração Universal dos Direitos Humanos* (Universal Declaration of Human Rights); *Declaração dos Direitos da Criança* (Declaration of the Rights of the Child); *Lei Antidrogas* (Antidrug law); *Lei Maria da Penha* (Maria da Penha Law); *Sistema Nacional de Atendimento Socioeducativo* (National System of Socio-Educational Services); *Estatuto do Idoso* (The Elderly Statute) .

It seems that psychologists are acquiring this knowledge in daily work and in accordance with the rise in demand, that is, *"they are changing the car tire with the car in movement"*, as quoted by one of the interviewed psychologists. The technical services are responsible for empowering educators, but they themselves require continuing education. Without a prior or continuing education, we run the risk of care for children and adolescents to be restricted to plastered actions with low capacity to adapt to new situations and critical reflection on them. Inclusively, as the legal basis allows the psychologist to be more effective in the fight for the guarantee of the welcomed rights.

Psychologists have demonstrated intimacy with the *Nova Lei da Adoção* (New Adoption Law), mainly due to the demands of the Public Prosecutor, as the biannual update of the PIA. It was observed that, based on the PIA construction and updating, the principles of PNCFC and Technical Guidelines for Shelters are more present. As in the active search of the parents or the extended family or the articulation with the network for assistance on relevant services to overcome the socially vulnerable[4] for both the welcomed and their parents.

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[4] Defined as "(...) situations that trigger or may trigger social exclusion of families and individuals processes to experience the context of poverty, deprivation (lack of income, poor or no access to public services) and / or weakening of affective, relational and social belonging bonds; age, ethnic, gender or disability discrimination, among others " (Ministério Nacional do Desenvolvimento Social e Combate à Fome, 2005, p.33). Overcoming such, a reality in the lives of children and adolescents undoubtedly demand networking without guilty the families or individuals, in order to avoid or to reduce the negative impacts of this situation in their development.

Final considerations

The full protection of children and adolescents, under the Constitution of 1988, is still a challenge for Brazilian social policies. Thai is a difficulty that mainly focuses on the Brazilian poor family. It is often charged up of parents to raise their children accordingly, even with the lack of public policies to ensure the minimum conditions of a dignified life. Thus, no matter poverty does not explain or justify the application of a protective measure or rights violations; it weakens the family in fulfilling its role (Rizzini, Rizzini, Naiff, & Baptista, 2006). This situation also reflects the persistence of patronage and welfare culture in Brazilian social assistance, which has not been fully overcomed.

The reality of SAICAs surveyed, points to the high turnover of psychologists because of the fragility of their employment contracts. This situation hinders long-term actions, so that we can say that the place of psychologists in SAICAs is still being built. Even facing this context, it is possible to see some progress in attendance. Thus, it is possible to mention: the inclusion of psychologists in almost all of the state's Shelters; the interest of these professionals in developing more contextualized practice with the playing field; the concern to provide continuous training to educators; the view that efforts should be made so that children and adolescents can be reintegrated into their family of origin or, in its absence, placed in a foster family.

About this subject, it is still noted the need for further studies on the relationship between services and children and adolescents' families of origin , since it seemed to have difficulties in involving the family in the welcomed assistance. In addition, strategies are needed to value the community of origin as well, including the insertion of Shelters in own residence suburbs of children and adolescents in order to minimize the disruption of ties that focus on the assistance. It is also true that municipalities think of welcome models with more similar structures to familiar ones, such as the *Programas de Famílias Acolhedoras* (Foster Families Programs), already used in other regions of the country.

Special attention should also be given to SGD from the state, its composition, contribution limits and possibilities for better care of children and adolescents. To do so, joint actions are needed including the community participation, whether by disseminating actions, but also through social control of guarantee of the children rights.

Added to this, in the researched state , we met the lack of spaces in the field of psychology, more specifically related to the discussion on the subject, which probably would help professionals in order to cope with their anguish, limitations, doubts, and in an attempt to build together new forms of action and even to fight for better working conditions, since the precarious work in SAICA directly reflects in the monitoring of children and adolescents. Psychologists need to build and appropriate spaces - like groups, forums and qualification - to enable them to continually question their performance and develop critical thinking about the context of families who they are working with, in order to overcome welfare and philanthropic practices that continue to focus on the Shelters. Thus, the psychologist may be more effective in contributing to the breakdown of rights violations cycle to which the children, adolescents, their families and communities of origin are subjected. In addition, either they need to be aware of the consequences of their actions, that can continue the tradition of guilty the family or to strength them when facing their rights fights. Otherwise, they deal with a conformed performance with the precariousness of assistance, rather than treading new routes towards ensuring the right of children and adolescents to family and community life.

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