

100 years of L. S. Vygotski's Defectology Studies and its contemporary developments

100 anos de Estudos em Defectologia de L. S. Vigotski e seus desdobramentos contemporâneos

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With satisfaction and enthusiasm, we present to the public this Special Edition, the thematic dossier "100 years of L. S. Vygotski's Studies in Defectology and its contemporary developments". The dossier was organized by the Brazilian Association of Psychopedagogy - ABPp, through the Editor in Charge of Revista Psicopedagogia, Luciana Barros de Almeida, coordinated by professors and researchers, scholars of Historical-Cultural Theory, Daniele Nunes Henrique Silva (University of Brasília), Ana Paula de Freitas (Universidade São Francisco University) and Fabrício Santos Dias de Abreu (Centro Universitário Estácio de Brasília).

It is important to highlight that Vygotsky's defectology texts include studies that range from theoretical foundations, to research carried out by the author in the field of sensory disabilities (deafness, blindness and intellectual disability) to cases in the area of psychopathology. In all of them, we observe the constitutive conceptual emphasis of the relation between disability and culture with a strong impact on educational and clinical interventions.

Vygotski made many discoveries while working in this area; the general concept of human development; the fundamental and structural transformations - according to which the development process must be conceived; the laws of development of higher psychic functions; education as artificial development; the fundamental role of teaching for development; culture as a condition for development and; the dialectical relation among physical development, biological on the one hand,

and psychic development on the other, are often developed from his clinical and educational work with disabled children. Later, his interest turned to investigations with adolescents and adults who had peculiar development.

From his first works, in 1924, he developed his first hypotheses that helped him to conceive his instrumental approach that took shape in the late 1920s. This approach allowed Vygotski to specify and refine his conception of working with disabled children, by questioning the concepts about what the very idea of normality would be and the role of social education in promoting the inclusion of these people in educational and work activities. Between 1930-1933, his pedagogical work and semiotic approach were fed by his studies in psychopathology which, in turn, were deepened by his renewed approaches that included a critical revisitation of issues related to disability already discussed by authors of his time such as: Kurt Lewin, Edouard Séguin, among others. His last work in the field of defectology was published in 1935 called: *Problema de Retardo Mental* (1935). This text is directly linked to the more systematized theoretical construction phase: the elaboration of a more general and conceptually deeper psychological theory.

One of the principles that tirelessly guided his work and makes it valid to this day is the idea that the laws of development for normal and disabled people are the same. In other words: it is always social activity and education that constitute the source of the development of higher psychic processes. These general statements deserve

attention because they directly affect contemporary understandings about the development possibilities of these people who are, most of the time, in a vulnerable situation. Scientifically problematizing this issue is the objective of this publication.

Therefore, the texts approved in this publication pursue this objective and are presented below:

In the category – Special Article, we have “Interregulation, shared consciousness and attention: Depathologizing ADHD”, by Jairo Werner Júnior and Thales Albuquerque Reynaud Schaefer, deal with initial classifications such as “Minimal Brain Injury” (1947) and “Minimal Brain Dysfunction” (1962), up to the current nomenclature of ADHD (since 1987), almost a century has passed in the search for the definition of biological and genetic basis of the described condition. Despite technological advances, the diagnosis of ADHD continues to be exclusively clinical. For Vigotski, clinical diagnosis, however, can only mean medical nomenclature for symptoms, without adequately meeting the real demands of the child, the family and the school. From a historical-cultural perspective, the objective of this work is to critically analyze the psychopathological construct “ADHD”, whose conception and diagnostic criteria are based unilaterally on the individual.

In the category – Original Article, “The constitution of children with autism: Diagnosis and its implications”, by Daniel Novaes and Ana Paula de Freitas. This article aims to understand how the issue of diagnosing child development is treated by Lev Vigotski in his studies about disability and, from there, reflect on how the diagnosis of autism has been produced historically and its impacts on the constitution of the child’s subjectivity who receives it. The study is based on Vigotski’s texts about diagnosis and modes of human constitution. The results allow us to understand two movements: the first concerns the way in which the theme is worked in Vigotski’s texts; the second signals the historical construction of the diagnosis of autism in school and non-school social practices through the words of others.

Still in the category – Original Article, “The collective, creation and compensatory processes in inclusion”, by Fabiana Luzia de Rezende Mendonça; Daniele Nunes Henrique Silva; Kátia Oliveira da Silva; and Pedro Henrique Mendonça de Souza. The article is based on Historical-Cultural Theory, discusses the context of an inclusive classroom and collective pedagogical work as a promoter of new developmental cycles. The data constructed, based on microgenetic analysis, highlights that collective work, when it involves creative activities, mobilizes important compensatory processes for the formation of new developmental cycles. The conclusion of the study guides the gaze at pedagogical mediations that need to be guided by the bias of creation, providing students with unconventional experiences in the classroom, promoting new interfunctional connections, compensatory processes and the reorganization of the psychic functional system.

Also in the category – Original Article, “Speech-generating devices: Cultural communication instruments”, by Fabiana Ferreira do Nascimento; Mara Monteiro da Cruz; Cátia Crivelenti de Figueiredo Walter; and Thatyana Machado Silva. This study describes an investigation whose objective was to survey, in a virtual store, the applications developed for people with autism or with severe language difficulties that characterize them as people with complex communication needs. Research like this can favor access and popularization of this type of resource, highlighting the possible benefits of its use in the process of social and educational inclusion.

Lastly in the category – Original Article, we have we have Psychopedagogical assessment from the perspective of Vygotsky’s Historical-Cultural Theory, by Ana Caroline Nunes Costa Costa aims to present a psychopedagogical assessment model structured from the perspective of historical-cultural theory. The study aims to break with a vision that classifies and standardizes human behavior and ways of learning that still prevail in many school and psycho-pedagogical assessments of children. Vygotsky reverses the order of the analysis that was carried out and which had the defect as its

starting point. By making the defect the object of analysis, a major limitation is created for the study of child development. The assessment model that is based on the principles of historical-cultural theory aims to find compensatory paths for the child's self-development.

In the category – Review Article, “Studies by L. S. Vygotsky on disability: developments for psychology and pedagogy today, by Luana de Melo Ribas; Raquel Rodrigues Capucci; Avany Rodrigues Teixeira dos Santos; and Anna Maria Lunardi Padilha. This article aims to critically present the relations between the “normal” and the “pathological” by articulating the following concepts: the role of the “environment” in development; the importance of the “collective” in development; the “defect” problem; “biological compensation” vs “social compensation”; and the role of “diagnosis” for human development, in addition to understanding “social education”, addressed in Vigotski's posthumous work that makes up Tome V - Fundamentals of Defectology. From a revised bibliographical analysis of defectology studies, it was possible to conclude that understanding the author's ideas in a contextualized and critical way is fundamental, especially tensioning the contradiction between normal and pathological and other concepts when questioning the social construction around deficiency.

In the category – Review Article, “Specific Learning Disorders: a critical analysis in the light of Historical-Cultural Theory”, by Bruna Mares Terra-Candido and Ana Paula Xavier Marques da Cruz. The authors address the process of evaluation and intervention of school complaints based on historical-cultural theory, seeking to understand non-learning at school as a multifactorial process, carrying out an investigation that goes beyond the description of the phenomenon and seeks to explain the cause difficulties in the teaching-learning process, understanding the child from the materialist, historical and dialectical method. It is clear that this theoretical perspective has a critical conception of the symptoms that children present at school and raises concerns about the current production of diagnoses that individualize

the teaching-learning process to the subject who does not learn and medicalizes, without considering him in movement with society in a development process that involves several characters.

Within the category – Review Article, “The schooling of autistic children: Contributions from Historical-Cultural Theory”, by Maria Creusa Mota and Sandra Ferraz de Castillo Dourado Freire. This present study aimed to present reflections on the schooling of children diagnosed with Autism Spectrum Disorder, using as theoretical contributions the perspective of Historical-Cultural Theory. The aim was, therefore, to contribute to the theoretical deepening of the issues that deal with the disorder in question, exploring the notions of development and language, and how such concepts contribute to successful praxis with autistic subjects.

In the category - Review Article, “Inclusive education, specialized educational assistance, intersectorality: The social rights of students with disabilities”, by Jandira Dantas dos Santos. This article reflects on inclusive education and the inclusion of people with disabilities in regular schools, based on the need for Specialized Educational Assistance and the obstacles to its promotion, within a reflection on Historical-Critical Pedagogy. In view of the obstacles to achieving this inclusion, we suggest an intersectoral articulation capable of combining public policies for access to civil and social rights achieved in the 1988 Constitution and reinforced in Law No. 13,146/2015 – Brazilian Law for the Inclusion of Persons with Disability.

In the category - Review Article, “Vigotski in his time and today: Contradicting the standard point of view”, by Mônica de Carvalho Magalhães Kassar. This article proposes to situate the Vigotski's position in the opposite way to the hegemonic perspectives of his time and to analyze aspects of the author's production regarding human development and disability [Defectology], as an anchor for a proposal for a more promising education to this day. The analyzes indicate that the focus on cultural development gives the educational process

decisive relevance to human development and that this perspective can support more promising contemporary pedagogical praxis.

Still in the category – Review Article, -“Vygotsky’s defectology and ASD diagnoses at school”, by Luciane Maria Schlindwein; Olivia Milleo; and Jackeline Claudete Pinheiro. This work aims to problematize the expansion of diagnoses and reports attributed to children with ASD, based on studies by Lev S. Vigotski, in the fields of pedology and defectology, between the years 1924 and 1935. They were research produced at UFSC’s PPGE, in the Childhood Education line, was analyzed, discussing studies that are based on Vigotski’s historical-cultural perspective.

In the category – Review Article, - “Universal Design Learning (UDL): Socio-interactionist approach uniting to include”, by Fabiani Ortiz Portella; Marliese Christine Simador Godoflite; Thiele Araujo Pereira; Renato Ventura Bayan Henriques, present a research with the objective of reviewing scientific publications from the last five years, which relate Universal Design for Learning with the learning processes and experiences of implementing this inclusive approach in educational environments, this being a strategy pedagogical approach that seeks to meet the diverse needs of students, regardless of their abilities, difficulties or individual characteristics.

Also in the category - Review Article, - “The deaf people education and Historical-Cultural Theory: The paradigms present in the L. S. Vigotski’s work”, by Simone Aparecida dos Santos Silva; Fabrício Santos Dias de Abreu; and Regina Lúcia Sucupira Pedroza, which propose in this article to analyze the work of L. S. Vigotski, developed in the first half of the 20th century, with the aim of demonstrating that the author anticipated an innovative approach in relation to linguistic issues and the development of deaf people. The completeness of Vygotskian texts about deafness points to the proposition of a single educational model, without distinction among subjects, organized on the principles of social education inspired by the Marxist conception of individual and society.

Closing the category – Review Article, - “Aging and people with disabilities from a Vygotskian and life-span perspective”, by Margaret da Conceição Silva and Isabelle Patrícia Freitas Soares Chariglione, which aimed to carry out an analysis in light of Baltes’ life-span perspective and Lev Semionovich Vigotski’s Defectology which, even (at that time) not considering aging in its discussions, it is believed to bring an important conception of development throughout life, especially when it comes to people with disabilities. The discussion presented here highlights the relevance of the topic addressed, the emergence of researchers’ interest in the study field of aging and the importance of including elderly people with disabilities in studies of human development. It is concluded that both perspectives contribute to studies of the development of elderly people with disabilities.

In the category – Reflections (exclusive to this edition), - “Vigotski: Contributions to psychopedagogical praxis”, by Laura Monte Serrat Barbosa, contains reflections about Vigotski’s Historical Cultural Theory, referring to cultural development, more specifically to studies about defectology and talent. From them, the author addresses how studies on this theory caused imbalances and advances in her way of doing and thinking about learning (impossibilities, difficulties and possibilities). It also highlights some research and an essay developed by Vigotski, which support his way of conceiving learning and his current psychopedagogical practice.

In the category – Experience Report, “Educational inclusion, medical report and ASD: case study in light of Vigotski’s concept of defectology”, Priscila dos Santos Rodrigues Silva Pincos and Jacqueline de Souza Gomes present a case study resulting from a situation experienced in 2019, aimed at children aged 6 to 12, in the opposite school shift, in a SESC RJ unit, in Baixada Fluminense. By sharing the struggle and symbolic mourning of a mother when faced with receiving a diagnosis/report for her seven-year-old son, a participant in the project, they reflect the impact that a medical report can have on the symbolism of a child’s learning process

recently diagnosed with Autism Spectrum Disorder (ASD) and about the possible consequences of this diagnosis in the environments frequented by the child and their family. To this end, as a theoretical foundation, we work in dialogue with Vygotski's defectology studies.

In the Interview category, we have "Interview with Anna Maria L. Padilha: Personal history and academic trajectory intertwined by Vygotsky's defectology studies", made by Ana Paula de Freitas; Daniele Nunes Henrique Silva; and Fabricio Santos Dias de Abreu. She is one of the pioneers in the densification of themes addressed by Vygotski about disability, such as, for example, his study on the constitution of the symbolic subject, compromised by mental disability, which reveals the possibilities of this subject in make sense of the world around you. Furthermore, it is worth highlighting the relevance of his name for understanding the challenges of special education from an inclusive perspective.

Still in the Interview category – "Education and Health: "I didn't want to simply be a professional who pathologized, who medicalized" – An interview with psychiatrist and educator Jairo Werner Júnior, made by Daniele Nunes Henrique Silva; Fabricio Dias de Abreu; and Ana Paula de Freitas. Jairo Werner Júnior has a degree in Medicine from the Federal University Fluminense (UFF), a master's degree in Education from the same institution and a PhD in Mental Health from the State University of Campinas (Unicamp). He currently holds the position of Full Professor at the Faculty of Medicine of the Federal University Fluminense, teaching subjects in the areas of Child Neuropsychiatry, Child Psychiatry and Child Development. Furthermore, at this faculty, he holds

the position of coordinator of the Child, Youth and Family Psychiatry Sector. His professional engagement is centered in the field of mental health and human development, exploring Vygotski's historical-cultural perspective as a basis for his practices and approaches.

Concluding this edition, in the Case Report category, "Sociocultural factors as enhancers of friendships of children with autism", by Camila Sena Valle and Gabriela Mietto, which brings social and cultural factors as a source of human development. The mediation of the other, for Historical-Cultural Theory, is extremely important for the meaning of external factors for the person. Friendship relations are a social phenomenon that brings many benefits to everyone's lives, and when it comes to the friendships of children with autism, it is necessary to pay attention to different ways of relating, communicating and supporting needs. The aim is to discuss how the mediation of others in a school environment can favor, or not, the development and maintenance of friendships in children with autism.

Enjoy this reading!

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