



History and memory of special education in Mato Grosso do Sul: constitution, trails and services¹

História e memória da educação especial em Mato Grosso do Sul:
constituição, trilhas e serviços

Historia y memoria de la educación especial en Mato Grosso do Sul:
constitución, senderos y servicios

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Abstract

The objective of this article was to analyze the constitution of special education services and assistance in the state of Mato Grosso do Sul (MS), through the voices of two pioneer managers in conducting the implementation of special education policies. Data collection was carried out through an interview with a semi-structured script, after the participants had joined the research, through the Free and Informed Consent Term (ICF) and their authorization to disclose their identities for publication purposes. The treatment, analysis and systematization of the results had historical materialism as theoretical support. The results showed that special education in the state of MS, in confluence with the history of special education in Brazil, was constituted by pioneering initiatives, with the direct participation of professionals from the areas of medicine, psychology and specialized institutions, those initiatives being both of an individual nature and of some teams.

Keywords: History. Special education. Mato Grosso do Sul.

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Resumo

O objetivo deste artigo foi analisar a constituição dos serviços e atendimentos da educação especial no estado de Mato Grosso do Sul (MS), por meio das vozes de duas gestoras pioneiras na condução da implementação de políticas de educação especial. A coleta de dados foi realizada por meio de entrevista com roteiro semiestruturado, após adesão das convidadas à pesquisa, por meio do Termo de Consentimento Livre e Esclarecido (TCLE) e da autorização das mesmas para divulgar suas identidades, para fins de publicação. O tratamento, análise e sistematização dos resultados tiveram como aporte teórico o materialismo histórico. Os resultados apontaram que a educação especial no estado de MS, em confluência com a história da educação especial no Brasil, foi constituída por iniciativas pioneiras, com participação direta de profissionais das áreas da medicina, da psicologia e de instituições especializadas, sendo essas iniciativas tanto de cunho individual como, também, de algumas equipes.

Palavras-Chave: História. Educação Especial. Mato Grosso do Sul.

Resumen

El objetivo de este artículo fue analizar la constitución de los servicios y la asistencia de educación especial en el estado de Mato Grosso do Sul (MS), a través de las voces de dos gestores pioneros en la conducción de la implementación de políticas de educación especial. La recolección de datos se realizó a través de una entrevista con guión semiestructurado, después de que los participantes se incorporaron a la investigación, a través del Término de Consentimiento Libre e Informado (CIF) y su autorización para revelar su identidad con fines de publicación. El tratamiento, análisis y sistematización de los resultados tuvo como sustento teórico el materialismo histórico. Los resultados mostraron que la educación especial en el estado de MS, en confluencia con la historia de la educación especial en Brasil, fue constituida por iniciativas pioneras, con participación directa de profesionales en las áreas de medicina, psicología e instituciones especializadas, siendo estas iniciativas tanto de carácter individual y de algunos equipos.

Palabras clave: Historia. Educación especial. Mato Grosso do Sul.

Introduction

For some years now, a group of researchers has been dedicated to the study of special education in Mato Grosso do Sul (MS) discussing different topics in this field. In the scope of these studies, the history of special education in MS has been constituted as an integral part of these investigations, highlighting scholars such as Neres (1999); Kassar (2000); Corrêa, Kassar (2004); Corrêa (2000, 2005, 2012); Oliveira, Corrêa, Kassar (2004); Oliveira (2004); Bueno, Kassar (2005); Arruda, Kassar, Santos (2006); Kassar, Corrêa (2010); Nozu (2013); Rebelo (2012, 2016); Botelho (2019), among others, until the execution of the practices lived within educational establishments evidenced by the studies of Kassar (1995); Magalhães, et al (2006); Neres (2010), among others.

As for historical studies, Saviani (2006, p. 30) refers to “[...] the inexhaustibility of historical sources: whenever we return to them, we tend to discover new elements, new meanings, new information that had evaded us during the previous incursions. This condition also applies to the researches developed in the field of special education that seeks to contribute to the production of studies that portray its history.

In 2017, based on the survey about researches carried out until then, the hypothesis inferred was that the studies available on special education in MS were mostly originated from documentary sources and that, until that moment, there was no record of publications that retrieved, in an analytical way, the “memory” of the trajectory of special education policies in the State Department of Education (SED) through the personal view of its public managers, through the recording of testimonies and narratives of experiences of the professionals who exercised the role of managers in the conduction of special education policies in the SED/MS, from its constitution to the present. According to Saviani (2006, p. 29-30):

It is necessary to consider that, strictly speaking, the word source is used in history with an analogical meaning. Indeed, it is not a matter of considering the sources as the origin of the historical phenomenon considered. The sources are at the origin, they constitute the starting point, the base, and the support point of the historiographical construction, which is the reconstruction, in terms of knowledge, of the historical object studied [...].

Still for the author, the fact that historical sources are always human productions and not natural sources indicates that “it is necessary to distinguish between sources that are constituted spontaneously, behaving as if they were natural, and those that we produce intentionally” (SAVIANI, , 2006, p. 30). In this last category, there are the records made by oral testimonies and in the case of the object of investigation of this research, the records made on the view of former managers of MS special education.

Thereby, at the same time we build the sources of our own study, we also make them available for possible future studies (SAVIANI, 2006) and, in this case, for studies on education in MS.

Botelho (2019, p.41), when citing the studies by Bossi (1994) that address investigations into memory, under the focus of the field of psychology, points out that:

The memory is not only consolidated with the possibility of storage. It has the ability to retain information and provide learning, and each piece of knowledge can be reformulated and new information added at any time. It creates the relationship between past and future when certain times are part of the lived experience.

The research titled “History and memory of special education in Mato Grosso do Sul: the voices of managers (1981-2018)”² aimed to record the history and memory of the trajectory of special education in the State Department of Education (SED), in the period from 1981 to 2018, according to the view of the managers. The executing institution of this research is the Federal University of Mato Grosso do Sul (UFMS) and two other institutions are part of it: the State University of Mato Grosso do Sul (UEMS) and the Federal University of Grande Dourados (UFGD). The project called “Portal Pioneers of Special Education in Brazil: Institutions, characters and practices” is part of the research database, on a national network³, whose executing institution is the Federal University of Minas Gerais (UFMG), with funding from CNPq, with the general purpose of mapping people, initiatives, institutions and practices of special education established in different regions of Brazil.

This article is designed to present data from studies developed at the interface of the two researches in question, with the objective of analyzing the constitution of services and attendance of special education in the state of Mato Grosso do Sul, through the view of two pioneer managers in conducting the implementation of education policies aimed at students considered the target audience of special education, in that state, through records of initiatives and processes of implementation of services and assistance to special education.

The research period refers to the government mandates of Pedro Pedrossian (1980-1983), Wilson Barbosa Martins (1983-1986) and Ramez Tebet (1986-1987), who concluded the mandate of Wilson Barbosa Martins. During these periods, Professor Eliza Emília Cesco (1980-1983) and Professor Maria Aparecida Lemes Reis (1983-1987) acted as managers of special education at SED/MS, both participants of this research.

It is envisaged that the results of this investigation make it possible to apprehend, in a broader way, the dynamics of the services and assistance offered, in that period, to the population defined to attend special education, in the state education system of MS. The goal was also to contribute to the constitution of research sources/records and to the dissemination of knowledge about the state policy of special education implemented at the time.

Data collection was carried out through an interview with a semi-structured script, after the participants had joined the research, through the Free and Informed Consent Term (TCLE) and their authorization to disclose their identities for the purpose of publication regarding their activities in the field of special education.

The treatment, analysis and systematization of results had historical materialism as the theoretical support. This required the consideration of the social, political and economic conditions in the generation of public policies for Brazilian education and, in particular, for special education, based on the understanding that public policies are implemented in the face of societal pressures and the movement of material conditions imposed in which the school, services and assistance offered by the public power can be the place of access and guarantee of rights for underprivileged groups, as in the case of people with disabilities.

² Initially, the research was coordinated by Prof. Dr. Nesdete Mesquita Corrêa from the Faculty of Education/Faed/UFMS. Currently, it is under the coordination of Prof. Dr. Raquel Elizabeth Saes Quiles Benini from the Faculty of Education/Faed/UFMS.

³ Coordinated by Prof. Dr. Adriana Araújo Pereira Borges, from the Faculty of Education/FaE/UFMG.

1. The constitution of special education in the state of Mato Grosso do Sul

On October 11th, 1977, by Complementary Law nº 31 (BRASIL, 1977), former President Ernesto Geisel sanctioned the creation of the state of Mato Grosso do Sul (MS), through the dismemberment of the state of Mato Grosso.

According to Bittar (1999), before it became Mato Grosso do Sul, the south of Mato Grosso lived a historical trajectory of more than a century between the birth of the divisionism ideal until the enactment of the 1977 law. The gestation of the new state began soon after the white peopling of the region. In fact, the two states already existed before 1977: the south and north since colonial times lived apart; the North, more associated with Amazônia and the South, influenced by São Paulo and by cultural elements from Rio Grande do Sul and Paraguay.

With the creation of the state of MS, in 1977, there was a need to organize a political-administrative structure. In the scenario of disputes between political forces, in the process of implementation of the State, education was conceived as a provider of bureaucratic-administrative services that, in the discourse and in the letter of educational legislation, presented itself as “neutral” and disconnected from political action, would necessarily serve (FEDATTO, 2013). Thus, the use of the “systemic approach”, adopted in the organization of education, had a perspective of scientific neutrality and was inspired by efficiency, effectiveness and rationality.

The organization of the new state took place through laws and decrees. Education only became part of the MS's political-administrative structure after Decree-Law nº 8 of January 1st, 1979 (MATO GROSSO DO SUL, 1979(a)), which lays the Executive System for the Development of Human Resources, linked to the Secretariat for Human Resources Development. In this way, the mention of education is observed in section 2 of the law, which defines that education is part of the Executive System for the Development of Human Resources, which had the Secretariat for Human Resources Development as its central body, as prescribed in its items. : I - Collegiate bodies, II, including the State Board of Education, III, supervised entities, including the Mato Grosso do Sul Education Foundation (MATO GROSSO DO SUL, 1979(a), p. 1).

With the publication of the aforementioned Decree, the management of education was under the responsibility of the Education Foundation of Mato Grosso do Sul, linked to the State Department of Human Resources Development, until the creation of the State Department of Education as the central executive body, on July 30th, 1979, through Decree-law nº 117 (MATO GROSSO DO SUL, 1979(b)), which established the state systems of health, education and social development.

Special education was institutionalized within the scope of the State Department of Education only in 1981, during the management of Governor Pedro Pedrossian, whose first term was from 1980 to 1983.

Through the voices of professors Eliza Emília Cesco and Maria Aparecida Lemes Reis, who, from now on, will be mentioned, respectively, as Cesco and Reis, it is possible to register the genesis of special education services in the state, which took place even before the creation of the federative unit of MS.

Reis began her professional activities in special education in the south of Mato Grosso, in the municipality of Aquidauana, long before taking on the role of manager of special education in this Department. In 1970, having just arrived from the state of Minas Gerais, Reis settled in that municipality and, according to the professor:

In the period between 1970 and 1971, I worked as a 4th grade teacher at a state school. At the beginning of 1972, I went to work as a supervisor of the Intermediate Team of the Regional Office of

Education and Culture of Aquidauana; I was interested in developing the monitoring of students in the 1st grade of primary education. In 1972, the Division of Special Education was created under the Department of Education of the State Secretariat of Education – Cuiabá – MT and in the same year, I participated in the Training for teachers for the creation of Special Classes, with a workload of 120 hours. Returning from Cuiabá, I prepared the Project to create Special Classes in Aquidauana and Anastácio. With the authorization of the head of the Regional Office of Education and Culture, I supervised the 72 teachers of the 1st grades of Aquidauana and Anastácio and about 2,250 students [...] (REIS, 2020 - INTERVIEW).

Reis, referring to the supervision carried out with teachers of the special classes, reported that, on a monthly basis, he met with the students' teachers, who informed him of everything that happened in the classroom. For that, the “volante” notebook was implemented, a portfolio that each teacher received and a student (following the numerical order of the names in the class diary) wrote daily in it the activities developed by the teacher. On monthly visits to schools, by reading the “volante” notebook, he surveyed the difficulties of students and teachers and had an idea of the positive points observed and the evolution of teachers in classrooms. In monthly meetings with teachers, topics related to the needs of teachers and students were addressed. The referral of students to special classes was based on the number of years of repetition in the 1st grade and on learning difficulties (REIS, 2020 - INTERVIEW).

In his interview, Cesco cited a work of “research to identify the causes of difficulties and delays in schooling, with a view to preventive measures”. Dr. Luiz Salvador de Miranda Sá Júnior, professor at the United Catholic Colleges of Mato Grosso (FUCMAT), led this investigation. The results pointed to the need for the State Department of Education to expand preventive actions along with the students and to structure a special education service (CESCO, 2020 - INTERVIEW).

It was observed, through the view of the pioneer managers of special education in the state of MS, that the establishment of services to serve students considered the target audience of special education took place through school failure, imposed by the structuring of the teaching network, in the course of didactic work with students in schools. This situation reflected what the section 9 of Law nº 5,692/71 (BRAZIL, 1971) addresses, regarding the characterization of the target audience of special education students: “students who have physical or mental disabilities, those who are considerably behind the regular enrollment age and those who are gifted”. Some special education researchers treat such characterization showing that, throughout history, special education has also dealt with meeting the demands of school failure. Kassar (1998, p. 5) when dealing with this aspect, points out that: “At this moment, we see the identification of special education with the “learning problems” evidenced with the expansion of the public schools in the 60s”.

According to Cesco, at the Secretariat of State for Education, at the General Education Coordination - CGE, there was a Special Education team coordinated by Professor Alzira da Silva Andrade and, in 1979, when the MS was implemented, 25 (twenty-five) teachers from the new state went to the city of Lins/SP to participate in a course in Pedagogy with Qualification in Teaching for the Mentally Disabled. In the same year, the State Education Council was created (CESCO, 2020 – INTERVIEW). Reis was one of the teachers who took the training course mentioned by Cesco, offered by the *Auxilium* Faculty of Philosophy, Sciences and Letters, in Lins, with a workload of 1,200 hours (REIS, 2020 – INTERVIEW). The material conditions imposed and the pressing need for professionals in a state under constitution even boosted the training of teachers for the implementation of specialized services.

Along these lines, in the early 1980s, Reis was assigned to the General Education Coordination, in the aforementioned Special Education team. Soon after, she was invited by the coordinator of this team to participate in the Specialization Course in Occupational Analysis for the Hearing Impaired sector of 480 hours of workload, held from September to December 1980, at the Division of Education and Rehabilitation of Disorders of the Communication - DERDIC/PUC/SP - SENAI (REIS, 2020 - INTERVIEW).

With the creation of the State Education Council - CEE/MS, on February 24th, 1981, through Decree nº 915 (MATO GROSSO DO SUL, 1981a), the Working Group (WG) was installed to structure the Special Education System. Cesco participated in that group as a representative of the United Catholic Colleges of Mato Grosso (FUCMAT), where she was a professor. This group was coordinated by Dr. Luiz Salvador de Miranda Sá Júnior, a psychiatrist who has, in his career, made many and expressive contributions in the area of psychiatry and special education in the state of MS ⁴(CESCO, 2020 - INTERVIEW).

Here, we can see the presence of medicine in the history of special education and the medical-pedagogical aspect, which guided the education of students who are the target audience of special education. Jannuzzi (2004, p. 99) stated that, in Brazil, physicians influenced education, in general, and special education. In the early 1990s, the “pedagogical program emphasized sensory education, gymnastics, mainly respiratory, and manual work”. This aspect subsidized the training of teachers and the creation of services.

During the period of execution of the actions of the Working Group, a multi-professional team was constituted, composed of professionals in the area of social assistance and pedagogy. Cesco participated in the group and, among the actions developed, there was a technical visit carried out in Brasília to the Psychopedagogical Medical Orientation Center (COMPP/FHDF) and other special education services of the Education System of the Federal District (DF), in an effort to subsidize the planning and implementation of services in the State of Mato Grosso do Sul. The team continued there for about 23 days (from April 22nd to 14th May, 1981). Among the services that the DF had and that caught the attention of the team, was the Center for Medical-Psycho-Pedagogical Guidance (COMPP/DF) that worked, in an integrated way, with the schools of the common teaching system, both in diagnosis and in intervention. The COMPP/DF later inspired the creation of the Regional Centers for Medical, Psychopedagogical and Social Assistance (CRAMPS), in the State Teaching System of MS (CESCO, 2020 – INTERVIEW).

As reported by Cesco, in 1976, the United Nations (UN) defined that the year 1981 would be the “International Year of the Disabled” and Brazilian states should carry out actions alluding to this theme. Mazzotta (2005) showed that international and national campaigns, such as these, boosted special education in Brazil. The federal government started to subsidize, through lines of financing, the creation of service fronts in different regions of the country.

In Mato Grosso do Sul, an event was held on March 10th, 1981, in which the first lady, Mrs. Maria Aparecida Pedrossian, launched the International Year of People with Disabilities in Mato Grosso do Sul. The first lady was also President of the Mato Grosso do Sul Social Assistance Foundation (FASUL) and, in her speech, published in the Official Gazette of the following day (March 11th, 1981), the Government's commitment to the established objectives by the United Nations World Organization for that decade was recorded, which was the integration of people with disabilities. Thus, under Pedro Pedrossian's administration, it was established that 5 (five) rehabilitation and psychopedagogical assistance centers would be created in the municipalities of Campo Grande, Dourados, Corumbá, Três Lagoas and Ponta

⁴ Biographical notes on some works of Dr. Luiz Salvador de Miranda Sá Júnior can be accessed at this link: <https://www.polbr.med.br/ano13/wal0213.php>.

Porã. At the same time, a determination by the Governor was published so that the works carried out in all public bodies in Mato Grosso do Sul, during his administration, must have access ramps for people with disabilities (CESCO, 2020 - INTERVIEW).

Cesco and Guimarães (2017, p. 4) endorsed the manager's report on the creation of the centers and stated that they reflected the welfare and medical-pedagogical conception: "which aimed at the 'recovery of the disabled' and the preparation for entry into productive activities with the objective of 'promoting them socially'".

With the conclusion of the work carried out by the Group, created in 1981, the Report pointed out and guided the creation of a Special Education Directorate, in the State Department of Education, and this took place on September 23rd, 1981, through the Decree nº 1,231 (MATO GROSSO DO SUL, 1981b), published in the Official Gazette nº 678, of September 24th, 1981. Cesco was invited to assume the coordination of the Board of Directors, being appointed on September 24th, 1981, remaining in the position until March 24th, 1983, when he assumed the General Coordinator of Education (CGE) (CESCO, 2020 - INTERVIEW). Neres (2001, p. 74) pointed out that the special education board became "an integral part of the basic structure of the State Department of Education" in order to subsidize special education services in the state education system.

In 1981, when the Special Education Directorate was created, Reis, working in the special education team at SED/MS, assumed the role of coordinator of the Specialized Service Center for Regular Education Schools, this nucleus being responsible for special classes, pedagogical workshops and the family guidance program, which was linked to this board, a role he held until the beginning of March, 1983 (REIS, 2020 - INTERVIEW).

2. Special education services and assistance, at the Mato Grosso do Sul State Department of Education, through the view of pioneering managers

With the creation of the Special Education Directorate at SED/MS, administrative changes related to the team and personnel were necessary to assist students, as there were not people at the time who had the proper training for this purpose. Thus, several actions were taken in partnership with other states for continuing education. It is worth remembering that, in order to serve part of this public, there already were, in Mato Grosso (MT), specialized institutions for the care of students who needed special education services, mostly of a private nature, as shown by Mazzota (2005), Jannuzzi (2004) and Rebelo (2016). In this regard, Neres (2001) reported that the service to special education students in Mato Grosso do Sul followed the trend of other Brazilian states and was initiated by private philanthropic institutions, subsidized by the State (public power).

In Mato Grosso do Sul, the first specialized institution was founded in 1957, the Florivaldo Vargas Institute (Institute of the Blind) and, in 1979, the state already had five Associations of Parents and Friends of the Exceptional (APAEs), located in Campo Grande, Corumbá, Dourados, Três Lagoas and Naviraí. In public schools there were 32 (thirty-two) special classes for mental disabilities and 2 (two) for hearing impairments. It is noteworthy that these classes were created after 1973. In 1980, in addition to the special classes, Pedagogical Workshops were implemented to serve students with mental disabilities in schools of the State Education System of Corumbá and Paranaíba (CESCO, 2020 - INTERVIEW).

With the creation of the Board of Directors in 1981, Cesco faced situations that warranted attention, due to the incoherence or inconsistency of the services provided by the Specialized Institutions, since many APAEs, which at first had the objective of serving students today called with intellectual disabilities, held classes for hearing impairment, considering no one assumed these students, so the institutions did it in the lacuna of non-governmental action (CESCO, 2020 - INTERVIEW).

In order to seek support and reference in the development of services and to continue the organization of special education in the MS, the Special Education Directorate established articulation with CENESP, which resulted in a meeting, in Rio de Janeiro, in October 1981, with the participation of the manager of the Special Education Board and Dr. Luiz Salvador, representing the State Council of Education, since it was appointed (in 1982) to report the first special education standard that was under construction and, thus, intended to collect subsidies that endorsed it. This meeting was also attended by important experts in the field, technicians from CENESP, professors, directors of specialized institutions, among them, Olívia Pereira, Sarah Couto César, Rosita Edler, Maria de Lourdes Canziani, and others (CESCO, 2020 - INTERVIEW).

In this substance and under this influence, as a result of the studies and work of the GT created in the State Council of Education, under the coordination of Dr. Luiz Salvador de Miranda Sá Júnior, gave rise to Deliberation nº 261/1982 (MATO GROSSO DO SUL, 1982a), within the scope of the State Education System. Neres (2010, p. 52) reported that:

The State Board of Education, through Deliberation nº 261 of March 3rd, 1983, supported the creation of these specialized services. in Chap. II, “Service modalities”, the Resolution provided the creation of specialized services coordinated by the State Education System, such as: special class in regular education schools, common class with consulting, resource room and itinerant education, as modalities of assistance to “[...] the student with exceptionality” (Del. 261, of March 26th, 1982, section 4 and 8).

The medical-psycho pedagogical bias is also included in this Deliberation. Cesco and Guimarães (2017) added that this approach was the trend that guided the actions of special education in Brazil, at that historical moment, based on the great influence that medicine had on the education of people with disabilities. Cesco also recorded that such an approach is represented “by terms, as a client, exceptional, trainable mentally disabled, oligophrenia, among others; but that was the vocabulary of the time” (CESCO, 2020 – INTERVIEW). According to Souza, Pletsch and Batista (2019), this orientation was also emanating from CENESP policies. Thus, the alignment between the public policies of the state of MS and the federal government did not only take place in the definition of the public or the approach to medical-psycho pedagogical and care assistance.

Rebello (2016), when addressing this issue, highlighted that the demand for services of a medical and pedagogical nature was answered by the “intercomplementarity” between the public and private sectors, as provided for by the Educational Law nº 5.692/71 (BRASIL, 1971). In this way, the referral to a certain type of care should occur under certain conditions, as not all exceptional people would be able to be educated.

It was with this panorama of public, of services and assistance, of guidelines and regulations, of professionalization and financing, that the Special Education Board defined its team, line of action and organization. According to Cesco, the Board of Directors was made up of three nuclei: Service Center for Regional Medical, Psycho pedagogical and Social Assistance Centers – CRAMPS, created in Campo Grande, in 1982; Service Center for Regular Education Schools; Service Center for Specialized Institutions and Special Education Regional Supervision Program. In addition to the centers, the Special Education Regional Supervision Program was also created.

This provision portrays how the implementation/offer of special education services in the MS took place, through the changes that occurred, both in the structure of schools in the State Education System and in pedagogical issues (types of services, locations, form of organization), as well as pointing out the challenges and advances that such services offered to students from the State Education System and to the management team.

The initiatives to organize special education were instituted in a period when, nationally, there were intense discussions in the educational policy sector and when the structuring of a policy for special education was thought. This occurred, as Siems-Marcondes (2013) pointed out, in a period when the economic situation in the country, in the late 1970s and early 1980s, presented with high inflation and worsening performance of government finances, due to the international oil crisis and intense economic instability.

Cesco showed that the Center for Assistance to CRAMPS should coordinate the five CRAMPS; however, it coordinated and monitored only the CRAMPS of Campo Grande, capital of the state, since the aforementioned Center was created, but not implemented. CRAMPS was created with the objective and commitment of involvement with the school, because when learning difficulties were identified and/or a disability was suspected in a student, the team would go to the school or the student would go to the service. Thus, this student was evaluated by a multidisciplinary team and, after this stage, a team (a technician or a pair of technicians) traveled to the school, met with the direction, with the teachers and proceeded with the orientations for the due service and learning process of the evaluated student (CESCO, 2020-INTERVIEW). On this issue, Reis mentioned that:

On the Executive Board's organizational chart, there was a service center for CRAMPS [...] which in reality never worked, it never really existed. Because there was a proposal to have five CRAMPS, and since that didn't happen, then this nucleus never existed in the Special Education Board. The contact that existed was between the CRAMPS director and the director of special education, so it was therefore important to be very clear that in practice there were two centers and in the organizational chart there was a third nucleus that never existed, which was the service to CRAMPS (REIS, 2020 - INTERVIEW).

With the presupposition presented and according to the workflow of the CRAMPS of Campo Grande, the teachers of the common classes indicated the children who presented some delay in the development and in the literacy process and, later, the technicians of the CRAMPS went to the institutions and schools to start the diagnostic evaluation process. As a result of this work, some children, in fact, needed to be referred to a special class, most of the time identifying the lack of specialized care and this was done at CRAMPS or at the institution of the child (CESCO, 2020 - INTERVIEW).

According to Cesco, at CRAMPS there were three main programs: the Sector for Assistance to the Disabled of Audio communication (SEDA), the Learning Disability Service (SEDEA) and the Service for Assistance to Early Stimulation (SEAPRE). SEDA evaluated the student with signs of hearing impairment, made the diagnosis and guided the parents and the school.

CRAMPS also developed, at the Pediatrics Unit of the Santa Casa de Misericórdia de Campo Grande, a work with children who remained hospitalized for a long period. The technicians provided guidance to the nursing professionals on postures and stimulation techniques, especially for babies. According to the manager, after a while, government policies for early stimulation were directed to the health care area; therefore, SEAPRE was transferred to a health unit. Sometime later, this service was abandoned (CESCO, 2020 - INTERVIEW).

In the initial years of the Special Education Board of Directors, two resource rooms for the hearing impaired were also created in Campo Grande; one at the Lúcia Martins Coelho State School and the other at the Emygdio Campos Widal State School, as well as a special class for hearing impaired students at the Dona Consuelo Muller State School, which operated at night. It is worth mentioning that the two Resource Rooms, installed at the Lúcia Martins Coelho State School and the Emygdio Campos Widal State School, in 1982, were the result of resources made available by CENESP (CESCO, 2020-INTERVIEW). Cesco and Guimarães (2017, p. 6) pointed out the relevance of the services provided by CRAMPS: “Special classes and resource rooms were expanded, based on referrals from CRAMPS”.

Moreover, about the services organized by the Special Education Board, it is important to emphasize the work of the Regular Educational Schools Service Center, which was responsible for monitoring the activities of the Special Classes, Resource Rooms and the Family Guidance Programs, assistance to the visually impaired and regional supervision of special education. As mentioned earlier, in the period from 1980 to 1983, this nucleus was coordinated by Reis.

Cesco stated that the Service Center for Regular Education Schools had the purpose of coordinating and monitoring the schooling of the student, the target audience of special education, in the common school. This Center played an important role in raising awareness of the school community, deconstructing myths and conceptions that permeated the educational context and involved students, the target audience of special education. Thus, it was common for students in special classes in schools to remain segregated in the environment. They were placed in the worst room, in tiny spaces, with little ventilation and did not participate on class breaks with the other children at school. The culture of the time (1980, 1981, and 1982) was that some children were entitled, others were not: “It was something indignant to us. Our children did not participate in class breaks with the other children at school. This all had to be worked on, with the support of the norm, but through a lot of convincing, through affective education” (CESCO, 2020 – INTERVIEW).

This way of treating special education students is not only due to the lack of knowledge, on the part of the school, of the specificities of the students to be assisted, but also to the State's legitimation of a class ideology or justification for school failure. In addition, on this, Anache (1991, p. 78-80) considers that:

From this perspective, the evaluative processes, which aim to provide a diagnosis, are part of the ideology, whose objective is to mask the existing relations of domination between classes. [...] the criteria adopted to select students applying for the special room are mainly based on the number of grade repetitions and on the unsatisfactory, “deficient” school performance of these students during the school year.

The Service Center for Regular Education Schools also monitored the special classes for the trainable mentally disabled (DME) - following CENESP guidelines, which encouraged their creation - and the Resource Rooms in common schools that were, initially, suitable for people with sensory disabilities, that is, deaf or visually impaired. Later, the service in the Resource Rooms was expanded to students with intellectual disabilities (CESCO, 2020 - INTERVIEW).

Another service created was the Pedagogical Workshop for the Mentally Disabled (DM). Cesco reported that these existed and, many of them were in common schools and, therefore, an intense work of articulation was necessary for them to be taken over by specialized institutions, since: “[...] it was a service that met the profile of a student, who was from a special school, and not from the System of common schools. This happened a lot in the countryside” (CESCO, 2020 - INTERVIEW).

It is worth noting which guidelines and background determined the creation and maintenance of pedagogical workshops throughout the history of special education. In this regard, Siems-Marcondes (2019) pointed out that these services had as their central concern the insertion of people with disabilities in the labor market, since, in the workshops, training/preparation programs for work were developed. Neres and Corrêa (2008) also showed that professional education workshops have always been present in the history of Brazilian special education, with the intention of insertion to the labor market.

As for the Family Guidance Program, it can be observed, from previous reports, that it was carried out through the performance of CRAMPS (and its services) and the technical assistance of the Service Center for Regular Education Schools.

Regarding the Assistance Program for the Visually Impaired, Cesco reported that, for the creation and implementation of a public policy for people with visual impairments, the participation of the Instituto Sul-Mato-Grossense for the Blind, Florivaldo Vargas (ISMAC), whose director, at the time, was the lawyer Amilton Garai and his wife, professor Nazareth Pereira Mendes, who had training and worked in the area (CESCO, 2020 - INTERVIEW).

Additionally, about creating services for people with visual impairments, Cesco reported that DEE met with the blind community to create and organize services for people with visual impairments. It also met with the ISMAC team to structure the work in the State Education System, in order to include the blind student. For Dr. Amilton Garai and teacher Nazaré Pereira, the inclusion of people who are blind or with low vision, in ordinary schools, would happen before, if they went through the ISMAC literacy class, that is, after the student was already literate and mastered soroban for the initial calculations (CESCO, 2020 - INTERVIEW).

In 1983, the Special Education Regional Supervision Program was created, which monitored services in the interior of the state, in addition to advising and pedagogical monitoring in special classes and other special education works (CESCO, 2020 - INTERVIEW). This program had the participation of professionals graduated from the qualification course in teaching for the mentally disabled, offered at the Faculty of Auxilium of Philosophy, Sciences and Letters of Lins - SP, of which Reis was one of the participants (REIS, 2020 - INTERVIEW).

The Service Center for Specialized Institutions “aimed to provide technical, pedagogical and administrative assistance to APAEs, ISMAC, Pestalozzi Society and others” (MORO, 1997, p. 154). About this Nucleus, Cesco explained that it was intended to guide the process of special education developed by specialized institutions.

Although there was already a political orientation of integration in special education, gestated since the 1960s, in Brazil, in which it was advocated that students with disabilities should, “whenever possible”, be integrated into the regular education system, Neres (2010) points out that specialized institutions played a relevant role in special education, under the responsibility of preparing students, through the principle of normalization⁵, for later insertion in regular schools. This initiative had financial support from the MEC:

Section 18. The MEC will provide, through CENESP and in accordance with the established guidelines, technical and financial assistance of a complementary nature, to the federated units, for the expansion and improvement of service to the exceptional.

⁵ “The defense of normalization as an objective to be achieved, through the integration process, generated many discussions with mistaken interpretations, resulting in the most varied practices, allegedly integrationist. Not infrequently, standardization was practiced instead of normalization, that is, the disabled were encouraged to pass for normal” (OMOTE, 1999, p. 4).

Single paragraph. The technical and financial assistance referred to in this article will also aim at the development of supervision and control activities related to the exceptional service (BRASIL, 1978).

It should be noted that, despite the special classes and the articulation for the adhesion and direction of the pedagogical workshops for the institutions, they only had a documentary record of social assistance. According to Cesco, only after the publication of Deliberation nº 261/1982 (MATO GROSSO DO SUL, 1982(a)) and the CENESP guidelines, that efforts were invested so that specialized institutions actually assumed a pedagogical practice, searched for appropriate methodologies to teach that student and for them to understand the importance and take due care with the registration of school acts. This was a movement contrary to what schools and institutions were used to.

The archives of the institutions were limited to reports, anamnesis and health diagnoses. It took some time for the proper acts to be instituted, as a school, so that the Inspection Service started to pay visits to them and guide the proper records. Likewise, actions were developed so that students who were able to be included in common schools (CESCO, 2020 - INTERVIEW).

Reis pointed out that, during this period, the SED/MS prepared Normative Instruction nº 001/1982 (MATO GROSSO DO SUL, 1982(b)). It is noteworthy that both Deliberation nº 261/1982 as Normative Instruction nº 001/1982, standardized the proposals contained in the I State Education Plan (1981-1983) (MATO GROSSO DO SUL, 1980), in relation to special education (KASSAR, 2000).

It is possible to observe, in the reports of Cesco and Reis, that a range of actions for special education was thought and implemented, in the period from 1980 to 1983, despite the difficulties faced, mainly, when taking into account that the state of MS had, in 1981, “5 APAEs, ISMAC, Pestalozzi, 32 special classes and pedagogical workshops”, to demonstrate the advances achieved by the Board and the challenges of the next administration.

According to Reis, during his administration, which lasted from March/1983 to March/1987, the Special Education Directorate kept in operation the two existing Nuclei from the administration prior to his, exercised by Cesco (1980 to 1983), which were: the Specialized Service Center for Regular Education Schools and the Service Center for Specialized Institutions whose functions have been mentioned.

Regarding the internalization of early stimulation, which was supported by CRAMPS, early stimulation was initially implemented in the APAEs of Ponta Porã, Paranaíba, Naviraí and Sete Quedas. In 1983, a pedagogical workshop for the mentally disabled in regular education was implemented at the state school in Fátima do Sul, adding to the existing ones in Aparecida do Taboado, Caarapó, Corumbá, Paranaíba and Cassilândia. When a specialized institution, such as APAE, implemented a pedagogical workshop, the apprentices and their teachers from the state system were reassigned to this entity (REIS, 2020 - INTERVIEW).

It can be observed, through the view of both managers, the emphasis given by the MS government in the implementation of policies for the service at the time, to students with hearing impairment, through the creation of the State Center for Assistance to the Disabled of Audio communication (CEADA), by Decree nº 3,546, on April 17th, 1986 (MATO GROSSO DO SUL, 1986).

Among its services, there was the care for severe and profound deafness, from the first months of life, to early stimulation, to early childhood education (preschool) and early years of elementary school (4 years). For this, the student underwent a social, pedagogical, audiological and speech-language pathology assessment. The Center also had a resource room and social programs, along with pedagogical workshops for work (CESCO, 2020 - INTERVIEW). Reis explained the movement that culminated in the creation of CEADA in 1986:

In 1984, the Secretary of State for Education rented a building as an extension of the State School of First and Second Degrees Lúcia Martins Coelho, where all the students from the special classes and those who attended APAE, specifically to serve the deaf, [...] starting with a team of 12 professionals and 56 students with the objective of performing screening, evaluation and diagnosis of people with hearing impairment and offering educational services. It was a proposal that came to meet the demands of parents of hearing impaired students who requested the creation of a school to gather their children in the same place, properly equipped with materials and a specialized team, among which the speech therapist. Before, there were many difficulties to transit through different places for specific exams and care (REIS, 2020 – INTERVIEW).

The creation of a school institution to provide specific care for the deaf, resulting from the claim of a portion of the population, is usually peculiar to the implementation of public policies for special education in our country. Thus, still according to Reis:

The service starts following an oral approach. [...] In the morning and afternoon, they followed the CENESP-MEC guidelines, using the oral method. [...] And in the evening period, which served students from 18 to 40 years of age, students did not accept oralism, because they were interested in looking for a job in companies, [...] working on total communication. The accelerated growth and the results achieved in 1984 and 1985 sensitized the state government, which made the creation of CEADA official [...] (REIS, 2020 – INTERVIEW).

From Reis' report, the direct relationship between the policies implemented for the care of special education, in the state of MS, and the policies issued by the federal government, in the same period, was evident, as the case of the oral approach to the care of this population, which followed CENESP guidelines. In addition, it was evidenced that policies are implemented in the face of pressure from society, where the school, services and care offered by the public power are the place of access and guarantee of rights on the part of disadvantaged populations, as the case of people with disabilities.

As for the resources coming from CENESP to attend special education in the MS, this manager emphasized that, annually, the Special Education Board participated in meetings at this body, based in Rio de Janeiro, to define goals, strategies and actions for the annual Special Education plans. Financial resources were always insufficient and incompatible with the needs of the different federation units, even so, there was commitment to the maintenance of services, implementation, training of human resources, to ensure quality in the offers and studies of new propositions. CENESP's technical guidance to the states took the form of instructional documents, curriculum proposals and explanatory folders, which updated the organization of the services. The courses were designed to update professionals in the different areas of disability, mental, auditory, visual and physical (REIS, 2020 - INTERVIEW).

In addition, according to Reis, for training courses, CENESP's financial resources were directed towards paying professors from other states, who taught the courses. SED/MS assumed the costs for the handouts, coffee, cups and printing material. The team from the Special Education Directorate traveled to the countryside to train and monitor the assistance, the Education Department paid the daily fees and meals for the technicians from the Special Education Directorate. The Department of Education had the counterparts, but, most of the time, who paid the professional that came from another state to train was the CENESP resource, and, in some courses, the technicians carried out in another state with a commitment to act as multipliers after return. The manager also added that, at that time, the state of MS granted many scholarships: "I remember that a technician went to INES (National Institute of Education for the Deaf) and spent a year taking a course in Rio de Janeiro. So, at this point, the Department of Education gave great support in the training of professionals who worked in the Special Education Board" (REIS, 2020 - INTERVIEW).

It is possible to verify the official transfer of resources from the federal government, reported by Cesco and Reis, transferred by the Union through agreements between the state government of MS and the MEC, in documents that are available on the SED/MS *website*.

According to Reis, for the implementation of the special education policy in the state of MS, the Special Education Board made articulations with other municipal, state and federal public bodies, such as: State Secretariat for the Development of Culture and Sport, Social Assistance Fund Sul-Mato-Grossense/FASUL, Municipal Secretary of Education of Campo Grande, Municipal Secretary of Culture and Sports of Campo Grande, MEC/DEMEC/MS Police Station, Brazilian Legion of Assistance/LBA/MS and Federal University of Mato Grosso do Sul/UFMS.

In order to provide services, Reis also highlighted the creation of APAEs and Pestalozzi Societies, during his administration. In 1983, the creation of the APAE of Sete Quedas; in 1984, the creation of APAE of Rio Verde and Sociedade Pestalozzi of Aquidauana; in 1985, the creation of the APAEs of Aparecida do Taboado, Bela Vista and the Pestalozzi Society of Dourados and Terenos; in 1986, the creation of APAEs in Cassilândia, Iguatemi and Maracaju.

The II State Education Plan of MS (1985-1987) provided for, in relation to special education, the continuity of care in special classes, since, according to the manager, children with learning problems and the most compromised population were assisted by institutions under a covenant. As mentioned earlier, based on Law nº 5,692/71 (BRASIL, 1971), the characterization of the special education clientele is identified with "learning problems". To this end, in 1986, the SED/MS prepared the Normative Instruction nº 001 (MATO GROSSO DO SUL, 1986):

aiming to instrumentalize the creation of special schools and special classes. So, the creation of special schools and special classes, that was the objective of this instruction, which presents the special class destined to students with special characteristics, such as trainable mental deficiency, audio communication deficiency and vision deficiency (REIS, 2020). - INTERVIEW).

Reis ratified that, at the end of 1986, close to the end of his term which took place in March/1987, the following results were achieved in the special education policy at SED/MS: implementation of the Special Education Regional Supervision Program in the 14 regional MS education agencies; internalization of care in 49 of the 65 municipalities that existed at the time; active participation of families in the educational process, through the Family Guidance Program.

Moreover, to disseminate this information, the Special Education Board prepared a folder with the following data in schools of the state education system: 139 special classes, three pedagogical workshops and a resource room, with 1,661 students assisted in these rooms, all under the guidance of teachers trained by technicians from the Special Education Board. In Campo Grande, CEADA's special class students began to benefit from a family orientation program that served 13 multi-family groups. In the 14 regional education agencies, the reinforcement of the assistance was under the responsibility of the regional supervisors of special education, whose performance contributed to the decentralization and internalization of the services, and the actions of educational assistance to the disabled were created with the guidance of this Directorate. (REIS, 2020 - INTERVIEW).

Final considerations

In conclusion, the relevance of the production of sources in the context of the history of education is reaffirmed, given the identification of their absences or deficiencies, as well as the record of the history and memory of special education, through the view of pioneer managers. .

Through oral sources, it was possible to ratify the movement to create the first special education services in the state of Mato Grosso do Sul (MS) and to verify the uniqueness of this movement in relation to the Brazilian scenario. Special education services in this state took place through specialized institutions, in line with the history of special education in Brazil, some of them created before the division of the state of Mato Grosso (MT). The services were formed with a strong influence from medicine and psychology, as well as by educators who defended the agendas of people with disabilities, either for personal reasons or for professional engagement.

The characterization of the offer of special education services in MS **delimits** the multidisciplinary and intersectoral character of the area, a primordial condition for the development and learning, mainly, of people with disabilities.

It is considered that the special education policies, which were created and implemented in the State Teaching System of MS, in the years 1980 to 1987, were **woven**, in large part, by pioneering initiatives, individual and of some groups of people committed to the education of people with disabilities and that were adopted by the governments of that time, which allowed the allocation of resources and the beginning of a service network throughout the state, which also had resources and followed, to a certain extent, the guidelines provided by the National Center for Special Education/CENESP-MEC. Such initiatives, of an assistentialist nature and with a strong appeal to training for work, were in line with the emerging need to serve the system of basic education services and its expansion, as a way of responding to the demands of the state of MS under construction.

The configuration of these initiatives refers to the understanding that public policies, especially those of special education, are gestated in the superstructure (GRAMSCI, 1982)⁶, by a pressure from the material base - from the productive forces and social relations instituted by man, in the process of production of the capitalist society.

It is expected that the development of other researches, such as those portrayed in this text, will be replicated to record the history and memory of special education in the various corners of Brazilian society.

⁶According to Gramsci (1982, p. 10-11), "[...] two great superstructural 'plans' can be determined: what can be called 'civil society' (that is, the set of organisms commonly called 'private') and that of 'political society or State', which correspond to the function of 'hegemony' that the dominant group exercises throughout society and that of 'direct dominion' or command, which is expressed in the State and government 'legal'".

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