

Contributing to the historical, political, and educational debate on special education in the context of basic education is not only the object of this issue of *InterMeio*, but also to ratify an objective presented in 2019. It is worth remembering that this objective amplified discourses about special education as one of the instruments of inclusive education, based on the premise that to educate by including was not only a mission of the basic school but also of society in general.

In this context, multiple forms and experiences of approach continue to characterize processes and practices of support not only in the inclusion but also in the permanence and participation of students with disabilities in appropriate learning and development experiences.

In view of this, this issue has 10 texts guided by the production and circulation of knowledge related to Special Education, covering not only the construction of answers to teachers about the needs of students, in the context of regular school, but also how to meet deficiencies in the classroom with their so-called normal peers. But, above all, about how we have educated these students, how we discuss the possibilities of learning to live together, in all social contexts, especially at school.

To this end, we open the dossier with a historical perspective of analysis with the text of *Genylton Odilon Rego da Rocha* and *Hellen Cristina Olimpia de Oliveira*, **O processo de institucionalização da educação da pessoa cega no estado do Pará na década de 1950**. From this perspective, they study the description of the historical context of the creation of the José Alvares de Azevedo Institute (IJAA), at the same time, the institutionalization of the education of blind and low-vision people in the state of Pará. They point out that the IJAA provided its students with a welcoming environment that offered schooling adapted to their specificities, presenting normalizing principles of social adaptation, and reducing as much as possible their differences, so that they could take advantage of social and workspaces.

Projecting this story to literature in **O ATENEU: Violência vertical, preconceito e bullying no final do século XIX**, *Eduardo Borba Gilioli*; *Maria Terezinha Bellanda Galuch* and *Cleonice Aparecida Raphael da Silva* analyze the situations of school violence reported in the work of Raul Pompéia. In this scenario, they focus on the reflection on the cases of bullying, as a result of the hostilities described, enabling the elaboration of the past, giving voice to neglected, attenuated or forgotten suffering.

This place of voices, at another moment in the history of education, is the focus of the analyses of *Amélia Maria Araújo Mesquita* and *Larissa Oliveira Mesquita Ribeiro* in **Vivências de educandos cegos em escolas públicas estaduais de Belém do Pará**. In this text, they address the experiences of blind students enrolled in the final years of high school in schools of the state education network of Belém do Pará, through the compression of the school as a lived space. Space determined by significant aspects signaled as positive or negative, through their statements about the understanding of the insufficiency of a school framework in its various senses, leading them to create their own mechanisms and overcoming the difficulties experienced.

Following, in another context, the services offered by Special Education, *Maria Edith Romano Siems* and *Paola Beatriz Frota Almeida* in **Classes hospitalares em Roraima: impactos na inclusão de estudantes da educação básica e na formação de professores para a pedagogia hospitalar**, analyze the implementation experience and impacts in the State of Roraima. This experience portrays them as a privileged locus for the training of teachers in

the themes involving Hospital Pedagogy. The results indicate that the dialogue built between working professionals is extremely relevant for teacher training and that it contributes to the awareness and strengthening of public policies in this area. Then, with **O avesso do bordado: o AEE como ponto e vazio nas trajetórias de estudantes com deficiência**, *Paulo Pires de Queiroz; Andreza de Oliveira de Carvalho*, and *Flavia Camara Neto Athayde Gonçalves* analyzed the impacts of the inclusive actions of this Specialized Educational Service (SES) on the student's trajectory, as well as their influences on the permanence and participation of students with disabilities in academic life in equal opportunities. The authors reinforce the need to expand studies on SES at different levels of education, understanding inclusive education as an agenda that should permeate the entire educational system.

From the perspective of the educational system, we have three texts, one discussing a service policy and the other, higher education and lato-sensu specialization. In the first, **NAAH/S: Políticas públicas educacionais para altas habilidades/superdotação no estado de Mato Grosso do Sul**, *Nadia Bigarella* and *Graziela Jara* present the High Abilities/Giftedness Activity Center (NAAH/S) of Mato Grosso do Sul as a policy for the state's public network, aimed at students with High Abilities/Giftedness (AH/SD). In the time frame, from 2006 to 2018, they bring us closer to the work developed, from the perspective of the contribution and progress of students and their families. The results show that the policy of creation of the NAAH/S, in the state of Mato Grosso do Sul, maintains actions, through few resources, with achievements in relation to educational service, resignifying the rights guaranteed by laws. The second, of *Samantha Ferreira da Costa Moreira; Eladio Sebastian Heredero* and *Fernando Ricardo Moreira*, **Análise da proposta pedagógica curricular de curso do ensino superior na perspectiva desenho universal para aprendizagem**. For these authors, inclusive education needs to somehow review the forms of organization and presentation of the school curriculum in Higher Education. To this end, they carried out analyses of the curricular proposal in a Public Higher Education Institution (HEI) in the Brazilian Midwest, evidencing pedagogical practices that, according to them, are part of inclusive educational practices. In the third, and last one, **Acessibilidade e design pedagógico inclusivo no curso de especialização EAD** *Kelly Maia Cordeiro; Sheila Venancia da Silva Vieira* and *Izadora Martins da Silva de Souza* choose

inclusive pedagogical design with a focus on classes for the intended analyses. In this context, they turn to the proposal of teacher training, in the distance education modality, highlighting that the graphic, technical and pedagogical elements made available from the principles of inclusive pedagogical design are inserted in the perspective of accessibility as a human right.

These practices are found in ***Recursos de tecnologia assistiva no atendimento educacional especializado para estudantes com deficiência intelectual***, of *Camila Barreto Silva e Adelaide de Souza Oliveira Neta*, the Assistive Technology resources, used by SEA teachers, as mediating instruments to face the barriers experienced by students with intellectual disabilities throughout the interventions in the Multifunctional Resource Room. That said, they highlight one of the three cases/teachers, when using AT resources, materializes, as indirect ways, the overcoming of barriers arising from the student's interaction with the environment.

Those interactions, for *Alessandra Bonorandi Dounis; David dos Santos Calheiros e Neiza de Lourdes Frederico Fumes* in ***A pesquisa colaborativa como mediação para o desenvolvimento de uma rede de apoio à inclusão escolar***, permeate the collaborative process for the composition of a support network for school inclusion. Specifically, thinking about the support of a student with cerebral palsy, anchored in the perspectives of the Historical-Dialectical Materialist Method and Socio-Historical Psychology, they incur in mediation in the constitution of collective proximal development zones, apprehended as revolutionaries of school practices related to inclusion. In addition, they identify the production of collective resignifications and modifications in practices, confirming the thesis that, when guided by the perspectives of the Historical-Dialectical Materialist Method and Socio-Historical Psychology, the collaborative process with a support network can bring out mediations that are powerful in the creation of collective proximal development zones and to provide transformations in revolutionary practices for school inclusion.

The editors