

THE DISABILITY THEME IN CNPQ PSYCHOLOGY RESEARCH GROUPS

TEMÁTICA DEFICIÊNCIA EM GRUPOS DE PESQUISA EM PSICOLOGIA DO CNPQ

TEMA DE LA DISCAPACIDAD EN LOS GRUPOS DE INVESTIGACIÓN EN PSICOLOGÍA DEL CNPQ

Raíssa Matos FERREIRA¹
Adélia Augusta Souto de OLIVEIRA²

ABSTRACT: This study aimed to map the scientific production of researchers in field of Psychology who investigate disability in Brazil. A metasynthesis of 40 published articles was carried out of 3 groups of the Directory of Research Groups and Curriculum Lattes. The 3 research groups are located in the Southeast region, 2 of which are linked to the University of São Paulo (USP), created in 2002, and another to Universidade Estadual Paulista Júlio de Mesquita Filho (Unesp), created in 2012. The results of the analysis indicate the presence of the Winnicottian, Socio-Historical, Historical-Cultural and Social Representations theoretical perspectives, of the concepts of disability, Special and Inclusive Education, accessibility and employability; national and international rights guarantee documents and the use of the qualitative method, with the participation of children and adults. It concludes that the establish interlocutions between the areas of Psychology and Education, and contribute in the discussions about inclusion of the person with disability.

KEYWORDS: Disability. Research groups directory. Lattes curriculum. Psychology. Metasynthesis.

RESUMO: Este artigo teve como objetivo mapear a produção científica de pesquisadores da área da Psicologia que investigam a deficiência no Brasil. Foi realizada uma metassíntese de 40 artigos, de 3 grupos de pesquisa, do Diretório dos Grupos de Pesquisa e Currículo Lattes. Os grupos de pesquisa estão localizados na região Sudeste, sendo 2 deles vinculados à Universidade de São Paulo (USP), criados em 2002, e o outro, à Universidade Estadual Paulista Júlio de Mesquita Filho (Unesp), criado em 2012. Os resultados indicam a presença das perspectivas teóricas Winnicottiana, Sócio-Histórica, Histórico-Cultural e das Representações Sociais, das concepções de deficiência, Educação Especial/Inclusiva, acessibilidade e empregabilidade, de documentos nacionais e internacionais de garantia de direitos e do uso do método qualitativo, com a participação de crianças e adultos. Conclui-se que as produções estabelecem interlocuções entre as áreas da Psicologia e Educação, e contribuem nas discussões sobre a inclusão da pessoa com deficiência.

¹ Federal University of Alagoas (UFAL), Maceió – AL – Brazil. PhD student in the Postgraduate Program in Education. ORCID: <https://orcid.org/0000-0003-3421-2899>. E-mail: raissa.ferreira@cedu.ufal.br

² Federal University of Alagoas (UFAL), Maceió – AL – Brazil. Professor in the Postgraduate Program in Psychology. Doctorate in Social Psychology (PUC-SP). ORCID: <https://orcid.org/0000-0001-5635-1510>. E-mail: adeliasouto@ip.ufal.br

PALAVRAS-CHAVE: Deficiência. Diretório dos grupos de pesquisa. Currículo lattes. Psicologia. Metassíntese.

RESUMEN: Este artículo tuvo como objetivo mapear una producción científica de investigadores en el campo de la Psicología que investigan la discapacidad em Brasil. Se realizó una metassíntesis de 40 artículos, de 3 grupos de investigación, del Directorio de Grupos de Investigación y Currículo Lattes. Los grupos de investigación están ubicados en la región Sudeste, 2 de los cuales están vinculados a la Universidad de São Paulo (USP), creada en 2002, y el otro a la Universidade Estadual Paulista Júlio de Mesquita Filho (Unesp), creada en 2012. Los resultados indican la presencia de perspectivas teóricas Winnicottiana, sociohistórica, histórico-cultural y representaciones sociales, los conceptos de discapacidad, Educación Especial/Inclusiva, accesibilidad y empleabilidad, documentos nacionales e internacionales y el uso del método cualitativo, con la participación de niños y adultos. Se concluye que las producciones establecen interlocuciones entre las áreas de Psicología y Educación, y contribuyen las funciones de inclusión de personas con discapacidad.

PALABRAS CLAVE: Discapacidad. Directorio de grupos de investigación. Currículo lattes. Psicología. Metassíntesis.

Introduction

This article deals with the issue of disability. In the Brazilian context, the expansion and promotion of the rights of people with disabilities was accompanied, through the implementation of public policies, by the approval of laws, holding of conventions and conferences. In this sense, Silva Júnior (2016) reports that the paradigmatic changes that have occurred in recent decades, result from the struggle of social movements, professionals and researchers from different areas of knowledge, who are opposed to the process of exclusion of people with disabilities.

It should be noted that the Social Model of Disability gained strength, according to Guadenze and Ortega (2016) in the 1980s, as opposed to the Medical Model of Disability. In addition, they reiterate the legitimate advance of the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization (WHO) in 2001, as the Social Model of Disability transcended from a category considered only biomedical in the International Classification of Injury, Disability and Handicap (ICIDH), suggested by the World Health Organization in 1980, to a sociological and political nature.

In addition, the struggles undertaken at the National Conferences on the Rights of Persons with Disabilities, which took place in the years 2006, 2008, 2012 and 2016, held in Brasília, which contributed significantly to the debate on the person with disabilities. It is also worth mentioning, in this dimension, the promulgation of Decree No. 6,949, of 25 August 2009,

the International Convention on the Rights of Persons with Disabilities and its Optional Protocol, signed in New York, on 30 March 2007 (BRASIL, 2012).

Bezerra (2017) points out that inclusion was configured as an important advance in Brazilian education, which took place through the implementation of the National Policy on Special Education in the Perspective of Inclusive Education, launched by the Ministry of Education (MEC), in 2008 (BRASIL, 2008). In this direction, the author proposes a paradigmatic change, in the way of understanding the participation of students from Special Education inserted in regular education, that is, from an integrative perspective to an inclusive model. In this way, it would present the objective of guaranteeing access to regular education, aiming at the transversality of the special education modality, from early childhood education to higher education, through specialized services, with teacher formation based on accessibility and the inclusion of family and community participation.

Recently, in normative terms, there is the Statute of the Person with Disability, which highlights that Law No. 13,146, enacted on 6 July 2015, called the Brazilian Law for the Inclusion of Persons with Disabilities, which is configured as one of the current milestones of political-legal frameworks, and is based on the Convention on the Rights of Persons with Disabilities. This regulation reiterates in the provisions, the need to assess the type of disability of the subjects, through a biopsychosocial assessment, with the multidisciplinary and interdisciplinary teams. Therefore, the importance of the participation of psychologists in these teams is emphasized (BRASIL, 2015).

As a consequence of these achievements, such as accessibility, nomenclature directly related to people with disabilities, which bring with them access to physical and immaterial goods aiming at better conditions for quality of life, Gomes, Rezende and Tortorelli (2010) cite Law No. 10,048, promulgated on 8 December 2000 (BRASIL, 2000) which gives priority to the reservation of preferential seats, as well as Law No. 10,098, of 19 December 2000 (BRASIL, 2000), which establishes other general rules and criteria related to the removal of barriers and obstacles in public roads and spaces, in urban furniture, in the construction and renovation of buildings and in the means of transportation and communication. Both rules have fundamental prerogatives to guarantee the right of access to this part of the population that needs adjustments to enjoy spaces and to move around on equal terms with the others.

Regarding the interfaces between Psychology and Education, Guzzo *et al.* (2010), present a historical panorama that marked the emergence of School and Educational Psychology in Brazil. The authors highlight the fundamentals that support this practice, reiterating the

importance of critically reflecting on the political, social and economic scenario in which this area of Psychology is inserted.

In this sense, thinking about the work of Psychology professionals in educational contexts and, more specifically, in the processes of inclusion and exclusion of people with disabilities, it is necessary to break with practices based on the paradigm centered on the medical model in which the assessment of learning difficulties for children and young people was carried out by means of psychological tests, segmenting those considered fit and not fit for learning. In addition, it is worth reflecting the importance of contextualizing and guaranteeing the performance of these professionals in the various educational spaces, considering the knowledge and practices of related areas in order to dialogue about the objective and subjective reality in which the subjects involved in these processes are inserted and, thus, build a transformation movement (GUZZO *et al.*, 2010).

Still on this, Guzzo and Ribeiro (2019, p. 300, our translation) highlight in relation to academic education, that "it is necessary the formation of professionals with a critical reading of the Brazilian reality, not only because of the university internships, but because of the experience of daily work in the educational field, from the insertion and daily presence in the field". In this sense, the authors also emphasize that more and more has been published about the dialogue between the areas of Psychology and Education, mainly in the working groups of the National Association of Research and Postgraduate Studies in Psychology (ANPEPP), which constantly struggle to maintain dialogues between these two areas, and in this way, build practices that aim to break with the hegemonic model and, thus, contribute to the school routine.

In view of this, it is emphasized that when it comes to the issue of disability, the transformations in the field of knowledge of Psychology can be followed in the literature scan. In this sense, it is considered pertinent to know the historical and social movement of research groups in Psychology, the researchers and their published productions on this theme, as well as their interlocutions with related areas. Therefore, the present study had as guiding research questions: What are the research groups in Psychology of the Directory of Research Groups in Brazil (DGP/CNPq) that investigate disability? What has been researched about the issue of disability in Brazil? What are the thematic, theoretical and methodological aspects of the productions published by the researchers? Therefore, the results of the mapping of research groups in Psychology and the meta-synthesis of the disability theme are presented below, in articles published by the leading researchers of research groups in Psychology at the DGP/CNPq.

Method

To map the field of knowledge, we chose to use meta-synthesis. Vosgerau and Romanowski (2014) present the diversity of methods of literature review and highlight that the expansion of postgraduate courses in Brazil has led to an increase in research groups, journals, and scientific events. The diversity of documents (doctoral dissertations, master's dissertations, and scientific articles) and areas of knowledge are conducive to these studies.

Matheus (2009) points out that this type of qualitative review differs from the others, due to its innovative synthesis, that is, its objective is to generate new knowledge. Oliveira *et al.* (2015) present guidelines for the systematization of this type of method and highlight its contribution to the development of science. Meta-synthesis is carried out through five phases: Exploration, Crossing, Refinement, Description, and Interpretation (OLIVEIRA; BASTOS, 2014; OLIVEIRA *et al.*, 2015). The phases simultaneously observe the content in the perspective proposed by Bardin (2009): pre-analysis, exploration of the material, treatment of results and interpretations.

Because of this, the Directory of Research Groups in Brazil (DGP/CNPq) was used to identify the research groups registered there and the Lattes Platform to identify the academic production of the leaders in the article format. The searches took place between the months of July and August of the year 2017, at the DGP/CNPq. The National Council for Scientific and Technological Development (CNPq) was created in 1951, with the aim of promoting and fostering the development of science, technology, and innovation in Brazil. The DGP, in turn, appeared in 1992, with the aim of making an inventory of active scientific-technological research groups throughout the country. These are, therefore, virtual databases of paramount importance in the dissemination of scientific and technological activities, promoting and contributing to the advancement of science in the country.

In the first phase, the Research Groups were explored at the DGP/CNPq using six search descriptors:

Pessoa com deficiência, Pessoa com deficiências, Pessoas com deficiência, Pessoas com deficiências, Deficiência e Deficiências (Person with disabilities, Person with disabilities, Persons with disability, Persons with disabilities, Disabilities and Disabilities). The refinement, carried out later, allowed to choose the groups that presented, one of the descriptors, in their titles. The description of the groups presents a geographical, historical and institutional panorama. These steps made it possible to identify the leading researchers. Thus, it was decided to use the Lattes Platform to identify their productions in their resumes. The interpretation phase

was dedicated to reading and analyzing the disability theme present in the selected articles. The categories of analysis in the interpretative phase of this meta-synthesis were: 1) Theoretical perspectives, and 2) Methods.

The interpretation, itself, was preceded by the following cataloging: the complete reference of the article (title, authors, magazine, themes and year of publication); the summary, objectives, theoretical perspective, method (type, procedures). Bardin's (2009) propositions were important in the pre-analysis, through the fluctuating reading of the works, which apprehended the transversal themes to the disability. In the in-depth reading, the similarities, the differences, the gaps, the advances indicated were sought, which are presented in the sequence.

Results and discussion

With the defined criteria, three 3 groups of Psychology were obtained. It can be seen in Table 1, with the following items: title, institution, research leaders, year of creation and status of the research groups. It can be noted, therefore, that the first research groups were created in the same institution and year, and that the most recent research group in another institution and year, both created in federal institutions and in the Southeast region. The first research groups were excluded, and the most recent is certified.

Table 1 – Description of data referring to the 3 groups of Psychology

Title	Institution	Research leaders	Region	Year of creation	Status
“Development and disability: a Winnicottian understanding”	University of São Paulo (USP)	Maria Lúcia Toledo de Moraes Amirilian; Andrea Perosa Saigh Jurdi	Southeast	2002	Excluded
“Lide - Laboratory of disability studies”	University of São Paulo (USP)	Maria Lúcia Toledo de Moraes Amirilian; Marcos José da Silveira Mazzota	Southeast	2002	Excluded
“GEPDI - Study and research group on disability and inclusion”	São Paulo State University Júlio de Mesquita Filho (Unesp)	Lúcia Pereira Leite; Sandra Eli Sartoreto de Oliveira Martins	Southeast	2012	Certified

Source: Devised by the authors

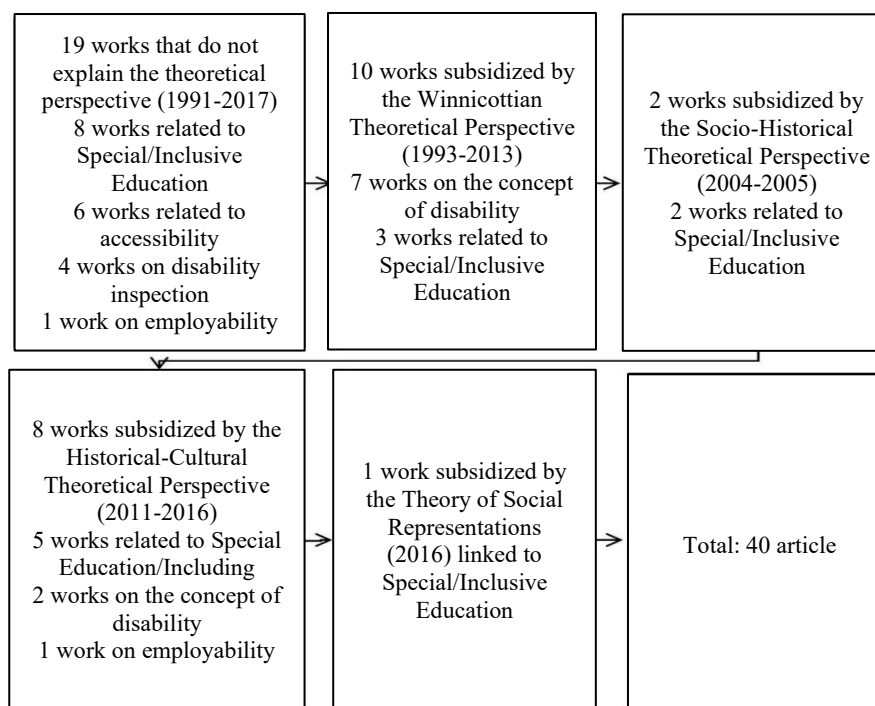
Currently, the research and intervention areas of researchers, according to the information provided by the research leaders, in their respective Lattes Curriculum, are configured in the relationship between the fields of knowledge of Psychology and Education.

Following, is briefly presented the formation of leaders, according to the chronological order of creation of the Research Groups. Amiralian holds a PhD in Clinical Psychology from the University of São Paulo in 1992. Her studies are linked to Developmental Psychology and Winnicott's Psychoanalysis. Jurdi holds a PhD in School Psychology and Human Development, from the University of São Paulo, in 2009. Her studies emphasize the following themes: child mental health, school inclusion, ludic activities, child development and professional formation. Mazzotta holds a doctorate in Education, from the University of São Paulo, in 1989. She prioritizes Special Education and works with themes related to school education, teacher formation, special education, social and school inclusion and educational policies.

Leite received his doctorate in 2003, in the area of Special Education, from São Paulo State University Júlio de Mesquita Filho (Unesp). It establishes its interlocution with the field of knowledge of Educational Psychology, Social Psychology and Education, acting mainly on the following themes: disability, special education, inclusive education, special educational needs, teaching and learning processes, social inclusion and continuing education. Martins received his doctorate in 2005, in Education from São Paulo State University Júlio de Mesquita Filho and produces knowledge in the following areas: public policies, Special/Inclusive Education, teacher formation, higher education and deafness.

From a quantitative point of view, a total of 121 articles were obtained, with the criteria mentioned above, distributed as follows: Leite published 33 articles; Martins, 30 articles; Mazzotta, 28 articles; Amiralian, 24 articles and; Jurdi, 6 articles. After the refinement for the identification of duplication, due to co-authorship, the relationship with the thematic of disability, linkage and/or interface with Psychology, availability of online access, 40 articles were submitted to the interpretative phase of meta-synthesis. between 1991 and 2017. Figure 1, identifies 19 works that do not explicitly show the adopted theoretical perspective; four explain four authors who theoretically supported the investigation. It is worth mentioning that the quantitative exposure of the works (Figure 1) followed a historical outline of the date of publication.

Figure 1 – Data regarding the theoretical and thematic perspectives of the articles



*There is the total quantitative on the theoretical perspective used, or not, in the studies in each square (19, 10, 2, 8 and 1), totaling 40 works, and we specify in each one their due themes addressed, presenting the partial quantitative.

Source: Devised by the authors

The relevance of the Winnicott Theoretical Perspective is observed in 10 works. These are studies linked to the Research Group "Development and disability: a Winnicottian understanding" and Research Group "Lide - Inter-unit laboratory for studies on disability". It is also present, explicitly in the articles, the Perspective of Historical-Cultural Psychology in eight articles and the Socio-Historical Perspective in two works, belonging to the Research Group "GEPDI - Study and research group on disability and inclusion" and the Perspective Theory of Social Representations in a paper. The authors outline in their articles the historical and conceptual trajectory of the thematic disability, even those that do not explain a reference author. Thus, it can be asserted that the historical construction of the concept is fundamental, with its history dated and situated historically. The articles reflect the changes that have occurred in the disability theme. For example, in the study by Amirilian, Becker and Kovács (1991), the use of the term "people with disabilities" was identified, which was usual in the early 1990s.

The same use can be identified in the article by Violante e Leite (2011), under the Historical-Cultural Theoretical Perspective. Perhaps this is due to the current regulations in the

1990s and early 2000s using the term 'bearer', something that has already been overcome in the most current documents of Brazilian legislation.

In addition, the authors Amirilian, Becker and Kovács (1991) directed new perspectives to improve the formation course for future Psychology professionals at the University of São Paulo (USP), with the aim of preparing them to work with people with disabilities. In this sense, we can perceive the beginning of a transformation movement, in the curricular proposals of Psychology courses, justified by the authors, due to the emergence of new demands for action with people with disabilities, in the 1990s. Facts to be observed until today in the guidelines of Psychology courses in direct or indirect assistance to people with disabilities, in the most varied areas - clinical, educational, organizational, health, among others. Added to the questions of the conceptual transformation movement and curricular proposition, we also note that Amirilian *et al.* (2000) inaugurate the discussion of the concepts of disability, incapacity and disadvantage, supported by the document of the National Rehabilitation Secretariat, of the World Health Organization (WHO), named with the International Classification of disabilities, inabilities and disadvantages: a classification manual for consequences of disease (CIDID), which was published in 1989.

In the wake of the theoretical discussion, dated historically, the study by Amirilian (2003), takes up the studies developed in the 1970s, by the American psychoanalyst Fraiberg, and her research group at the University of Ann Harbor, which were used as theoretical references in the beginning of research on the issue of disability in Brazil. In this direction, another historical data observed, refers to the study by Amirilian (2004), in which the author discusses the affective-emotional difficulties of people with low vision. In this article, the author emphasizes that, from the 1970s, the area of Health, Education and Technology developed research with issues related to low vision. The author's contribution is limited to the area of Psychology and the understanding of affective-emotional issues of people with low vision.

Regarding the method explained in the articles, 11 do not present it. On the other hand, 29 articles indicate the method adopted in the research. 6 of them from Amirilian and Jurdi, both, leader and vice-leader, from the Research Group “Development and disability: a Winnicottian understanding” published, co-authored with other authors, 1 article by Vice-leader Mazzotta, from the Research Group “Lide - Inter-unit Laboratory for Disability Studies” in co-authorship, and 22 works authored by leader Leite, vice-leader Martins, from the Research Group “GEPDI - Study and research group on disability and inclusion” in co-authorship with other authors, highlight the method and procedures used.

It can be said that the studies carried out in the analyzed research groups, on the thematic disability, are subsidized by the qualitative method. It is noteworthy that the studies linked to the Research Group “Development and disability: a Winnicottian understanding”, mostly present reports of experience, and case studies. As a methodological procedure, they use interviews, observation and story-drawing.

Regarding study participants, they are mainly children and, sometimes, adults, such as the study by Jurdi and Amirilian (2006), which describes an intervention experience report, performed during recess, at a state school, from elementary school, from the city of São Paulo - SP, once a week, for four months, by two students of the fourth year of the undergraduate course in Occupational Therapy at the University of São Paulo. The intervention proposal refers to recreational activities (burning game, “alert” game and “running cotia”) among the 103 students of the school's special and regular class, with the aim of verifying possible changes in the relationships between students with and without disabilities, in the school space.

According to the authors, “The first procedure refers to observing the school routine. In this approach, observation occupies a privileged place, as it is used as the main method of investigation” (JURDI; AMIRILIAN, 2006, p. 196, our translation). In addition, they conducted a survey with students, called informal interviews to learn about the games, how they perceived the differences at school, and chose to film the recess. The authors perceived the importance of the playful environment as an instrument that can enhance the process of inclusion of students with disabilities in the school space.

Amirilian (2011) describes four cases of young people with low vision, in which she calls Case 1, Case 2, Case 3 and Case 4. Regarding Case 1, the author explains about the care provided to Carla, a young woman of 15 years of age who seeks to know about her professional choice and, thus, “the Drawing-Story Procedure was used to better understand the dynamics she presents at the moment” (AMIRILIAN, 2011, p. 25, our translation). In Case 2, about the care provided to Luisa, a 13-year-old girl who had learning difficulties, also “In this care, the Story Drawing Procedure was used as a brief psychotherapy” (AMIRILIAN, 2011, p. 26, our translation). In Case 3, it concerns the care of Maria, a 16-year-old girl, who, like Carla, has difficulties in choosing her profession. In this direction, again, the Drawings-Stories were part of the session. Finally, in Case 4, about the care of Luís, he is a 16-year-old young man, his mother seeks professional support for not knowing how to deal with him.

Souza, Jurdi and Cipullo (2016) present the social representations of three auxiliary teachers, from nine schools in the municipal elementary school network, in the municipality of Santos - SP, about students with disabilities and their school inclusion process. According to

the authors, six teachers agreed to participate in the research, from March to November 2014, but, in the article, they chose to present the social representations of three teachers in the results and discussion.

Regarding the methodological procedures, Souza, Jurdi and Cipullo (2016, p. 58, our translation) state that:

Six semi-structured interviews were carried out with auxiliary teachers from schools and different regions of the city of Santos. [...] we seek to work with a methodology capable of providing a comfortable and favorable space for the teachers to be able to express themselves freely.

In addition, Souza, Jurdi and Cipullo (2016) use as an instrument of research, an adaptation of the “Drawing-Story”. The study linked to the Research Group “Lide - Laboratory of inter-unit studies on disability” also uses a qualitative method and field research, where it conducts a semi-structured interview, and the application of a questionnaire. The study participants in the analyzed article were adults. Aciem and Mazzotta (2013) present a study on the personal and social autonomy of people with visual impairments (blindness). Twelve people participated in this study, of which 6 were visually impaired (blindness), 3 had acquired visual impairment and 3 had congenital visual impairment, 4 people were male and 2 were female, and 6 family members of these people, 3 were mothers, 1 brother, 1 wife and another, the brother of religion.

In addition, Aciem and Mazzotta (2013) point out that of the interviewed family members, one was a person with visual impairment, and participants with visual impairment (blindness) were egresses from the Unit for the Rehabilitation of the Visually Impaired (URDV), between the years 2002 to 2009. The age ranges between 30 and 50 years. The authors indicate that “The type of research was qualitative, where the researcher valued the situations that manifest themselves in direct contact with the object of the study” (ACIEM; MAZZOTTA, 2013, p. 263, our translation). Regarding the methodological procedures, semi-structured interviews were used with the study participants and a questionnaire was applied.

Finally, the studies linked to the Research Group “GEPDI - Group of studies and research on disability and inclusion”, as well as the other groups, also use the qualitative method, for example, Lopes and Leite (2015) present a study on the set of meanings, about disability and Military Police, for policemen with acquired disability. The research participants were 7 military police officers, who had some kind of disability, 6 of them from the reserve for having acquired a disability, and one active police officer. The authors state that the policemen

were part of the Association of Military Police Officers with Disabilities of the State of São Paulo (APMDFESP).

Regarding the methodological procedures of the study, Lopes and Leite (2015, p. 670, our translation) describe that “Data collection was performed through individual interviews using the autobiographical oral report. The memories reported in the autobiographical narratives are individual constructions, however, in a similar way, collective and social”. They also state that they were asked to complete an identification questionnaire about age, marital status, patent and year of entry of participants in the corporation. Soon after, to tell their stories. Regarding data analysis, the authors identified three groups: “(a) the expression of work as a fundamental activity; (b) conditions of existence: changes after the acquired disability; (c) conditions of existence: social support relationships” (LOPE; LEITE, 2015, p. 671, our translation).

Leite and Mattos (2016) present a study on the conceptions of disability of employees and students of a Brazilian public university. According to the authors, 2330 people participated in this study, being 1472 undergraduate students and 374 graduate students. As for the formation of participants and the areas of knowledge, 207 students enrolled in the doctorate, 163 in the master's degree and 4 in the professional master's degree, from three major areas (human, biological and social). In addition, 252 teachers and 232 technical-administrative staff participated.

During data collection, an instrument called the Conceptions of Disability Scale (ECD) was used. There are 20 statements referring to four different conceptions of disability such as: social, biological, metaphysical and historical-cultural through 5 sentences for each conception. In addition, the authors point out that the data were collected, at the end of the second semester, of the academic year 2013, by sending the scale online, and a form with general information (course, year of entry, age, sex, college and university unit) of the participants, for 32 university units (LEITE; MATTOS, 2016).

Regarding the data analysis procedures, Leite and Mattos (2016) used the statistical package of the IBM SPSS Statistics Base, in which descriptive analyzes of the data were developed, such as: calculation of average frequency, median and standard deviation. Regarding inferential statistical analyzes, they used 3 tests such as: Student's t-test to assess the comparison between two averages between the previously mentioned disabilities conceptions and gender, ANOVA test to assess the comparison between three or more groups (disabilities conceptions and year of admission for students), and Pearson's r test to assess the correlation between each of the participants' conceptions of disability and age.

Louzada, Martins and Giroto (2017) present a study related to the offer of the discipline Libras. According to the authors, 49 curricular grades of undergraduate courses were collected, through access to the websites of 3 higher education institutions such as: São Paulo State University (UNESP), Federal University of São Carlos (UFSCar) and Federal University of Santa Catarina (UFSC). They also state that “The localization of the information contained in the cited documents was performed using the technique of searching for radicals, proposed by Mazo (2010), also used in the studies by Velden and Leite (2013)” (LOUZADA; MARTINS; GIROTO, 2017, p. 870, our translation). Regarding data analysis, they used content analysis, according to Bardin. Thus, they identified 19 courses that offer disciplines in compliance with bilingual education policies for people with deafness, with 22 disciplines being found. The analysis categories were Libras teaching, content about Libras and public policies and foundations of deaf education.

Therefore, it is noteworthy that most studies present field research, experience reports, bibliographic and documentary research. As for the information search instruments, they use semi-structured interviews, applied and answered questionnaires, in person, sometimes online, observation, documents, and statistical analysis, through the application of tests. Regarding the analysis of the information, it was observed that, for the most part, they use the technique proposed by Bardin, and the study participants are adults, most of the time and sometimes children. In summary, it can be said that the thematic disability is highlighted by the importance of historical monitoring of the production of its concept, by the use of Winnicottian theoretical, historical-social, socio-historical references and social representations, by the methodological option of qualitative studies.

Final considerations

This text sought to signal the importance of Online Platforms in the dissemination of the academic production of Brazilian researchers (Lattes) and in the organization in research groups (DGP) at CNPq. Through the use of the tool, it is possible to identify and map research, researchers, areas of knowledge, institutional dialogue, study themes, theoretical and methodological references, in addition to contributing to the expansion of the network of researchers. The writing brought to light studies of the meta-synthesis type, which in the present article, synthesizes the deficiency thematic, in articles published by the leading researchers, from research groups, in Psychology in the referred Platforms. In the field of interlocution of Psychology, Education is fundamental to reflect on the thematic of disability. The theoretical

and methodological perspectives, which subsidize the research of the groups and respective publications of articles, are of Winnicottian, socio-historical, historical-cultural and social representations; and the themes emphasize the concept of disability, Special/Inclusive Education, accessibility and employability. The method favors qualitative studies and the participants in the research fields are located in adults, and sometimes in children. The analyzed productions establish a close relationship and give relevance to the articles and reflections from national and international documents guaranteeing the rights of people with disabilities.

The study can be expanded with the use of new descriptors (Special/Inclusive Education) and the composition of all groups and areas of knowledge. Researchers in the field of Psychology may be registered in the area of Education, given the historicity of the theme in this area of knowledge. It is also worth mentioning the potential of the analysis with other types of academic production (dissertations, theses, research and intervention projects), with the totality of researchers and with the results of studies on the subject of disability. Finally, it is envisaged the expansion of analyzes, through information present in the Platforms of the National Association of Research and Graduate Studies in Psychology (ANPEPP) and of the National Association of Postgraduate Studies and Research in Education (ANPED), to expand the range of research on this subject, which still needs a lot of research so that people with disabilities can effectively leave the contours of society and be constitutors of rights and duties like any other citizen. In this aspect, Psychology studies have contributed and can still do a lot for the development of research actions that can impact public policies.

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